PEACE CORPS Volunteer

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Volunteers Join Project Of UN Unit

The first Volunteers assigned to work with an agency of the United Nations began their assignment in September on an irrigation and flood-control program carried out by the Pakistani government with the assistance of the UN's Food and Agriculture Organization.

Fourteen Volunteers will work with farmers near Kushtia, East Pakistan, to help them adopt irrigation farming using water pumped from the Ganges River.

Historically these farmers have been able to grow each year only one crop of rice from the monsoon summer rains, but that one crop was often afflicted by severe fluctuations in the amount and timing of the water brought by the monsoon.

Two, Three Crops

In the temperate but dry winter, irrigation water will permit the farmers to grow two and perhaps three crops per year, and in the summer will guard against monsoon fluctuations.

Irrigation will enable the farmers to double and perhaps triple their income, since it will help them to get out of debt to the rural moneylenders, with whom they are usually "one crop behind" in payments, and who extract up to 30% of the farmers' income in interest.

The assignment of Volunteers to a UN project has suffered long delays. In response to the Peace Corps' request to assign Volunteers to UN agencies as one way in which Volun-

(Continued on page 18)

Colombia

A special section on community-development work in Colombia begins on page 8.

Peace Corps Trainees Work, Study in New York Slums

Slum neighborhoods of New York City are the testing ground for a new concept in training Peace Corps Volunteers to work in community development in Latin America. During October, 90 trainees for Colombia served on a field-work program in Manhattan's lower East Side and in the East Harlem and Chelsea districts.

Organized by the New York School of Social Work of Columbia University, the training program provides for seven hours a day of community work with New York City welfare agencies, in addition to classes in social work and in Spanish.

This phase of training for the Colombia project followed eight weeks of training at the University of New

(Continued on page 3)

Photo: Black Star

LANGUAGE LESSON drew smiles when Peace Corps Director Sargent Shriver accompanied Volunteers newly arrived in Sarawak to a village near Kuching where the Americans tried out their Bahasa Malay and found they could be understood. Sitting on the steps is Volunteer June Jensby. (See story of Shriver trip on page 6.)

A New Newsletter

With this issue, the two Peace Corps newsletters, PEACE CORPS NEWS and THE VOLUNTEER, have merged into THE PEACE CORPS VOLUNTEER.

On its face, the merger will eliminate duplication that tends to arise in coverage, production, and distribution. But more important will be the opportunity to put out a more substantial publication, capable of covering a greater variety of topics at greater length.

Among new features will be a monthly section devoted to one host country or area. Volunteers are urged, as they have been in the past, to contribute articles and pictures.

Readers of the old newsletters will, of course, continue on the mailing list for the new PEACE CORPS VOLUNTEER.

Volunteer Sets Up 'Courtroom' For African School Offenses

Discipline for 200 boys and girls at the Secondary Technical School in Freetown, Sierra Leone, has taken on aspects of a judicial system.

Jim Sheahan, a Volunteer serving there as an English teacher, established a court run by student prefects to handle cases of disobedience. The school's headmaster calls this the first prefects' court in a West African secondary school. Thus far the court seems successful, Jim reports.

Merging the school's existing prefect system with memories of a court at his own school in Rhode Island, Jim set up the system.

Prefects Chosen

The faculty chooses eight prefects from the upper classes. These prefects are empowered to maintain order at lunch and at assemblies. They also enforce the rule which forbids students to speak African dialects on the school compound: English must be spoken.

An offender is summoned to appear at the prefects' court. The offender is presumed guilty, but he may speak in his own behalf, question his accuser, have witnesses testify for him. A "chief justice" and two prefects hear the cases. Then sentences, after approval by the headmaster, are announced.

'Happy Hours'

Sentences meted out by the court may range from one to 14 hours of detention, known as "happy hours." Students are required to copy passages from the encylopedia or to write compositions. Second or third offenses bring sentences of manual labor: cleaning classrooms or workshops.

Court proceedings are open to all. More than 70 students witnessed each of the first four sessions.

British Scientist Salutes Tanganyika Project

John Leyden is a leading British geologist. He is director of and consultant to several diamond, chemical, and mining companies in Tanganyika and Uganda, and also a consultant on mining and geology to two British government committees.

By John Leyden

I have spent some 15 years of my life in the jungle of Burma, living as much as 15 days' journey on foot away from my nearest fellow countrymen and having to live for months on end without seeing any of my own kind.

I have also lived in India and have travelled extensively in the past 15 years in East, Central, West and South Africa. I mention these personal facts only to give some indication that I have had a great deal of experience of living in tents and bamboo shelters in hot, steamy, and malarious jungle.

Apart from reading somewhat disparaging remarks upon Peace Corps Volunteers in certain American journals, I had no experience of the organization until I came into direct and practical contact with the members in Tanganyika who were working in the Geological Survey.

They came to the country to help in a service which certainly needed help; and after a period of training under a very sympathetic and helpful commissioner of the survey who immediately saw their real worth as intelligent and dedicated young men, they are now doing a first-class job in the bush on basic mapping.

These youngsters are showing Africa what Americans are really like. They have got what we call "guts." They can take the bush, a hard taskmaster for young people brought up in gentle American homes.

They are now competent bush surveyors and engineers and have got a good grip on the geological and engineering problems of their areas. The commissioner said to me recently, "They are rapidly becoming professional geologists."

Gained Respect

They have gained the respect and affection of both Africans and Europeans. They are learning the language even to the point of understanding when the local Africans thank them for their help.

In the past America has always been the goose that laid the golden eggs. These young people are showing that America has something much more valuable than money to give: she has a group of young people willing to give themselves at a nominal salary for hard work on roads, in schools, and on a tough job like geological mapping.

Young people whose only thought is to help countries badly needing help are deserving of praise from people of all races, and it has always angered me to hear Americans uttering disparaging remarks about this commendable group.

Valuable Assistance

In this transitional political period in the development of these newly independent territories, the Peace Corps Volunteers in Africa are providing valuable help in the battle to establish the economies of these emergent countries by rendering personal service in very rough conditions and in different climates.

They are also helping to fill the gap caused by the departure of European personnel and by the shortage of trained Africans to fill these important technical appointments.

One high government official in Africa was loud in his praise of the Volunteers and emphasized this very important aspect of their work when I suggested they were being loaded with responsibility very early in the day.

Work Project In N.Y. Slums For Trainees

(Continued from page 1)

Mexico and four weeks in Puerto Rico. The total training program of 16 weeks is the longest ever undertaken by the Peace Corps and the first to include field work in a specifically urban environment.

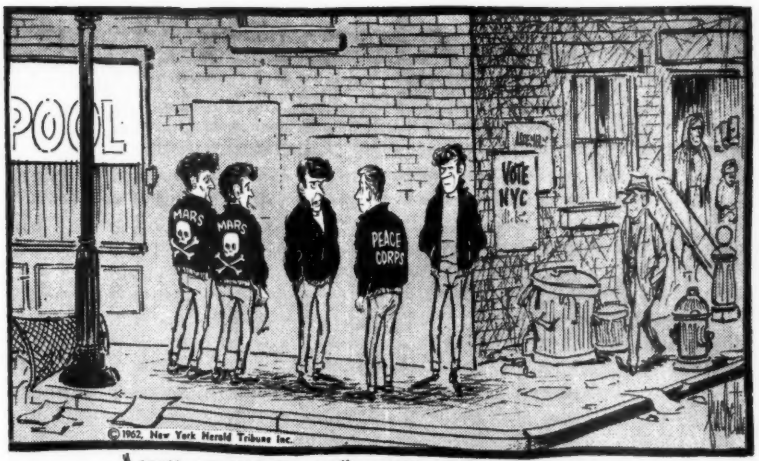
The New York training is designed to prepare Volunteers for community development under the auspices of CARE in eight cities of Colombia.

Assignments in Colombia will include work in initiating and developing neighborhood self-help projects and in helping to establish programs in adult education, home economics, health education, child care, and recreation.

Assignments Vary

Training assignments in New York vary according to the kind of work the Volunteers will do in the field, but most assignments are in Spanish-speaking neighborhoods.

The city's Departments of Health and Welfare and the Neighborhood Conservation Bureau of the Redevelopment Board are supervising the training.



"LOOK, WE LIKE YA. WE'LL PERTECK Y'WHILE Y'GET ON TH' JOB TRAININ' FER YER OVERSEAS CAPER"

© 1962, New York Herald Tribune Inc. Reproduced with permission.

They are assisted by 10 private agencies, including the American Friends Service Committee and several settlement houses.

Working directly with the staffs of these welfare agencies, the trainees are engaged in such projects as adult education, recreation for all age groups, housing rehabilitation, painting, carpentry, and rat control, and in helping families to make use of health services. Other trainees have been assigned to children's day-care centers, welfare homes, and shelters and day centers for the aged.

Although some observers have treated with skepticism this new Peace Corps approach to training (see cut), most editorial comment in New York newspapers has favored it. Mayor Wagner expressed New York's desire to co-operate with the Peace Corps and offered the services of city departments and various voluntary agencies.

Pakistan Project Saves Crop Of Rice Worth $750,000

A rice crop valued at three-quarters of a million dollars was saved by a flood-control project organized by an American serving in East Pakistan.

The Pakistani press reported that the director of the Academy for Village Development in Comilla gave credit to Peace Corps Volunteer Robert Burns for saving the rice crop for the first time in seven years and at a time when other areas of East Pakistan were undergoing the worst flooding in history.

Catalyst for Project

The press reported that Burns did the engineering work and served as catalyst for the project in which 1000 villagers built dams, culverts, and regulators that saved their own crops.

Dr. Akhter Hameed Khan, director of the academy, conservatively places the value of the crops saved at $750,000. Burns is serving as irrigation director at the academy, set up to assist rural development through research and training, and through direction of pilot projects in a hundred-square-mile area.

The *Daily Ittefaq*, an English-language Pakistani newspaper, reports: "The manner in which the Peace Corps Volunteers have been imparting knowledge and encouraging the villagers in the various fields of constructing gates, mechanized cultivation, maintenance of poultry, managing co-operatives, and the hard labor they are undertaking is highly praiseworthy.

'Dirty Clothes'

"Some of them are seen working throughout days and even at nights with dirty and muddy clothes.

"Among them Mr. [Volunteer Lloyd] Goodson, the tractor engineer, was much praised by all," the paper said.

Pakistan Volunteers Attend Conference

East Pakistan Volunteers were recently called to Dacca for their second conference since beginning service there.

The Volunteers discussed and compared projects and studied new areas of Pakistani life.

The Volunteers had current-events discussions led by a political scientist from Dacca University, and heard lectures on Bengali language and culture.

During the conference, the Volunteers gave a tea for their Pakistani host families, the Americans offered barbershop harmony in exchange for Pakistani folk dancing by their guests.

One field trip took the Volunteers to the world's largest jute mill for a guided tour.

Before returning to their posts for their second year of work, some Volunteers found time for hikes into the hills to visit villages.

Six hikers spent three days on foot and were warmly received along the way by hill people who treated them to tribal songs in return for renditions of American music.

Peace Corps Idea Weighed by 43 Nations

The "Peace Corps idea" is rapidly catching on in both developed and underdeveloped nations.

This was perhaps the most significant fact to come out of the conference on "Human Skills in the Decade of Development" held Oct. 10-12 in Puerto Rico.

Forty-three nations attended the conference, which was sponsored and organized by the Peace Corps.

Several nations chose the occasion to announce that they are beginning Peace Corps-type programs of their own.

These included West Germany, Denmark, Norway, and Belgium, all of which will form volunteer programs for service overseas. Moreover, Jamaica, Chile, and Honduras announced plans to form their own domestic Peace Corps. Two other nations, Colombia and El Salvador, indicated that they are planning similar moves.

In a dinner address to the conference, Director Sargent Shriver announced that the Peace Corps "stands ready to assist" these and any other nations that wish to take such a move. In such instances, he said, Peace Corps advisers will be made available if requested.

At the conclusion of the conference, an interim secretariat was established to continue an international exchange of information on volunteer assistance and on-the-job training programs.

The U. S. delegation was headed by Vice President Lyndon Johnson.

WILLIE WALES (right) needed spare parts in order to put grain combine back in service in time for this year's harvesting in El Salvador.

U.S. Companies Aid Volunteers A World Apart

Two volunteers—one in Malaya and one in El Salvador—have succeeded in tapping the good will of U.S. companies in order to benefit host-country technical institutions.

Peter Sigourney, teacher of machine-shop theory at the Technical Institute in Kuala Lumpur, wrote a dozen U.S. tool manufacturers about Malaya's need for technical-school equipment.

Eight companies replied, and five offered to send tools. One donor even paid the freight on a shipment of small tools for the Technical Institute. The Malayan government agreed to finance the shipping of the other donations.

Willie Wales, a former farm-equipment factory representative now teaching in the farm-machinery shop of the National School of Agriculture in San Andres, El Salvador, found a great deal of equipment out of service for lack of replacement parts.

In order to repair a grain combine, Wales appealed to the El Salvador office of John Deere & Co., which agreed to supply the necessary parts. The school's combine can now be in service for this year's rice harvest.

PETER SIGOURNEY, shown here with student, needed machine tools.

Need Pen-Pals? U.S. Children Are Ready to Write

Any Volunteer abroad or any American at home who wants to make contacts for correspondence or for support of the Peace Corps effort is invited to send the Peace Corps his name. Included in the invitation are individuals and groups, schools and communities wanting to establish contact with a counterpart across the seas.

The Peace Corps Community Relations Section is particularly interested in hearing from:

- Volunteers overseas who know of elementary- or secondary-school students wanting U.S. pen-pals; many American children want to correspond with children abroad.
- Persons wanting to promote a two-way affiliation between a school, village, or city where a Volunteer is located and a counterpart in the U.S.
- Those knowing of persons in the U.S. (perhaps Volunteers' relatives or friends) wanting to serve as voluntary speakers for the Peace Corps, to form a high-school Peace Corps club, or to help to form a Peace Corps Service Organization—a local, adult organization to aid the work of the Peace Corps.

For information, write the Community Relations Section, Peace Corps, Washington 25, D.C.

Congress OKs $59 Million for Peace Corps

In the next-to-last week before adjournment, Congress voted the Peace Corps an appropiation of $59 million for fiscal 1963. This was $4,750,000 less than President Kennedy had requested in his budget message early this year.

Like all money bills, the Peace Corps appropriation measure had to wend its way through a labyrinth of congressional committees before it was approved.

First, to obtain authorization for the measure, Peace Corps Director Sargent Shriver had to make separate appearances before the Senate Foreign Relations Committee and the House Foreign Affairs Committee.

Plans for Year

Shriver told the senators and representatives that the Peace Corps planned to do in its second year exactly what it had done in its first year —recruit, train, and send overseas 5000 Volunteers—while continuing to provide for the 5000 already in service.

In the course of the hearings and at other times, praise for the Peace Corps and its director came from both Democratic and Republican legislators, including some who had been skeptical of the Peace Corps. One of these was Sen. Barry Goldwater (R., Ariz.), who said:

"I think the Peace Corps is beginning to remove doubts from the doubters' minds. I have been impressed with the quality of young men and women that have been going into it. At first I thought that it would advance work for a group of beatniks, but this is not so. As a businessman, I know that the two years' overseas experience will be invaluable and rewarding. I'll back it all the way."

New Hearings

Soon after the House and Senate had authorized the funds (funds must first be authorized, then be appropriated), hearings before appropriations committees began.

Before the House subcommittee on foreign appropriations, the Peace Corps and Shriver fared not so well. Subcommittee chairman Otto Passman (D., La.) felt that the Peace Corps was sending overseas teachers needed at home.

Shriver said that the Peace Corps was sending abroad as teachers many persons qualified for the jobs overseas but not "certified" to teach in the U.S. Teaching overseas may stimulate these persons to want to teach in the U.S. on their return, he said, and the Peace Corps might thus be helping to increase the number of teachers in the U.S.

In the end, the Passman subcommittee, which was carving hundreds of millions off the big foreign-aid bill. cut $11,750,000 off the Peace Corps bill. The House concurred with the Passman subcommittee.

Meanwhile, the Senate appropriations committee and the Senate itself had voted the Peace Corps the full $63,750,000.

A conference of senators and representatives then agreed on a compromise figure of $59,000,000, and this figure was approved by both House and Senate.

Fiscal 1963 runs from July 1, 1962, to June 30, 1963.

The following article was printed in the Malaya Volunteers' news letter, *Subsistence*, of September, 1962.

"'Twas Brillig, and the Slithy Toves Did Gyre and Gimble in the Wabe,..."

An Editorial

It was reassuring to learn that the Peace Corps budget request of $63 million was approved and passed by both houses recently. [The Peace Corps appropriation, for 59—not 63—million dollars, was not passed by Congress until October. See column 1. —THE VOLUNTEER] This news was encouraging not only because it means that the Peace Corps has widespread senatorial and congressional approval and will be able to continue its work unhampered by lack of sufficient funds, but also because it means that all Volunteers in the field and prospective Volunteers will continue to receive their handbooks, guidebooks, rulebooks, newsletters, reprints, minutes, radio scripts, and biographical data on the woman hired recently to clean the ladies' restroom in the PC/W offices.

It is also heartwarming indeed to know that this increased budget will make it possible to expand the copywriting and publishing capacity of the information section. There has begun in Washington a widespread search for talented ex-newspaper reporters who will be hired, in turn, to begin a widespread search for talent and news among PCV's. The result of all this will probably be a newsletter that resembles a cross between *Man's Adventure* and the *Homemakers' Guide*. A feature article might be captioned: "How I Overcame the Local Girls' Shyness" by a PCV. Also featured might be a "Handy Hints" column with a "prize for an improvise" and giving such lively tips as to how one might roll his own toilet paper.

No longer will we have to look forward to temporary subscriptions to *Time* and *Life*, for this marriage of bureaucracy and journalism is sure to give birth to the very latest in slick cover magazines. It will contain beautifully-colored (suitable for framing) pictures of Volunteers at work and at play, a "Volunteer of the Year" cover, a fold-out picture of the "Representative of the Month," and a travel section listing how and where you can travel on US $5.00 per day.

Another pleasant thought to be derived from all of this is the hope that perhaps with 120 or so people in Malaya and all these roving reporters, perhaps Malaya will be written up. * * * It is beginning to look as if all the "bearded beatniks" are to be replaced by the "people in search of recognition and limelight."

Shriver Reports on Far East Visit to Volunteers

By Sargent Shriver

For five weeks during August and September I toured the Far East to find out how the Volunteers were actually performing on the job. Many of them had been over there for a year, and it seemed to me that after a year's time we should be able to draw some conclusions about the quality of their performance.

I learned a great deal about the Volunteers and their living and working conditions, and about how the host countries feel about the Volunteers.

At the time of my visit we had about 450 Volunteers who had been in the Far East for six months to a year, and more were arriving.

Talked to 300

I saw more than 300 Volunteers, some of them in big meetings, but mostly in individual encounters, by spending the night in houses they were living in, by having lunch with two or three of them, by travelling to the locations where they are serving in small villages and towns.

Along with me on the trip were Public Information Chief Douglas Kiker; Dr. Joseph English, chief Peace Corps psychiatric consultant; William Kelly, chief of the Peace Corps Division of Contracts and Logistics, and Richard Graham, acting associate director of the Office of Public Affairs.

Within the Philippines, Thailand, Malaya, and North Borneo and Sarawak, we travelled about 10,000 miles by airplane, helicopter, or jeep. I can sum up my impressions by four conclusions.

Despite the original skepticism of many people in our country and of many Asian leaders about the ability of Americans to live in Asian villages, to live in Asian houses, and to eat Asian food, the Volunteers are doing everything that we said they would do.

They are living in Asian houses. A number of them live in nipa-and-bamboo houses and sleep without mattresses on beds made of rattan wicker. Some Volunteers, of course, live better than that, but many of them live in conditions like those I have described.

Second, they speak the native language. They speak Tagalog and Visayan in the Philippines. They speak Thai. They speak Malay. Even the ones who just got off the airplane in Borneo were able to go into a tiny village—and I was with them at the time—and walk up to the villagers and make themselves understood in Bahasa Malay.

Eating the Food

Third, the Volunteers are eating the food and, for the most part, thriving on it. In Thailand, I asked one fellow how he was getting along on rice. He told me that after eight months of it, he had a longing for something else. On a brief leave, he went to Bangkok and had a western-type meal, he told me, and the next day he was sick from having eaten steak and potatoes.

The medical record of Volunteers in Thailand and Malaya is almost unbelievably good. We have had no serious sickness, and nearly 90 pct. of the Volunteers are living in towns or villages or, at best, provincial capitals.

Last, the Volunteers are doing their job, and they are popular and respected.

I remember one incident at a town in Thailand. The American ambassador and I flew in by helicopter to visit a teacher-training school where there is one Volunteer working. All the students and townspeople turned out for our arrival, including the mayor and other officials.

The Volunteer introduced the ambassador and me first to the entire faculty of the institution and then to all the officials of the town, and he didn't miss a name.

It was a stupendous display. Those Thai names are long and are hard to pronounce, and this fellow knew every one of them. This man, typical of the Volunteers I saw, is very popular in that town.

Nurse's Work

Then there was the girl we met who was doing her job almost too well. She was the sole nurse in charge of 80 leprosy patients at a hospital in Malaya.

On her own initiative, she fitted out a vehicle with medicines and journeyed out to villages 20 to 40 miles from her hospital. She found 700 additional cases of leprosy, and she was told to stop her trips because the hospital could not handle the cases.

In each country I visited, I had the good fortune to have a long meeting with the chief official of the country: President Macapagal of the Philippines; Marshal Sarit, the prime minister of Thailand; Tengku Abdul Rahman, the prime minister of Malaya, and Sir William Goode, the British governor of Borneo.

Every one of these men was enthusiastic about the Peace Corps and asked me to send more Volunteers to serve in his country.

The prime minister of Malaya suggested, in fact, that his country produce a documentary film on the Peace Corps in Malaya for exhibition in Malaya, and then—if we wanted it—for exhibition in the United States.

Role in Film

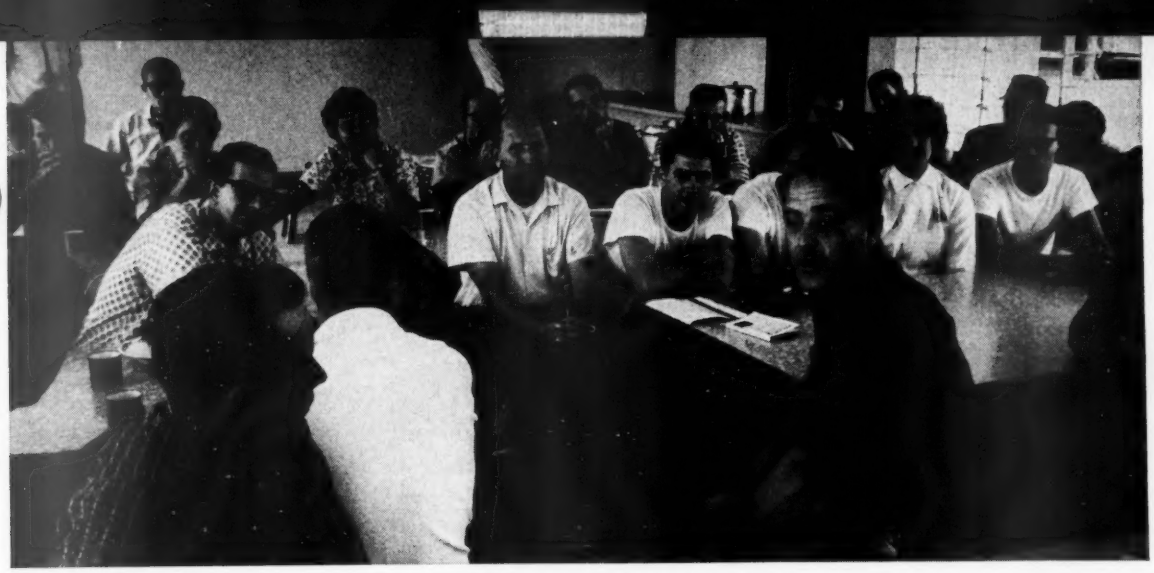
He told me that he himself would like to appear in this film to tell why he thinks the Peace Corps is such a good thing for Southeast Asia.

To me, this was about the best endorsement we could possibly have: the Malayans want to spend their money to talk about the Peace Corps in that country.

Another example of the effect of the Peace Corps abroad occurred in Thailand.

Just before my departure, I expected to hold a press conference at the American embassy. Thai govern-

HAPPY REUNION was shared by Peace Corps Director Sargent Shriver and Volunteers from Bangkok and nearby provinces following Shriver's arrival for a five-day visit to Thailand.



SERIOUS SESSION engaged Director Shriver (in dark shirt in right foreground) as he discusses the Peace Corps and experiences of his Far East trip with North Borneo Volunteers a few days after their arrival.

ment people heard of the plan, and insisted that I meet the press at the headquarters of the Thailand Temporary Economic Committee.

At the press conference, the managing director of the Thai agency sat next to me, in a sense endorsing everything I said about the Peace Corps in his country.

His gesture was a great compliment. He and his colleagues feel that the Peace Corps is a part of their organization rather than a part of a U.S. mission abroad.

Plans Changed

My companions and I intended to close our tour at Singapore, and fly home from there. While we were there, however, I received a message that President Sukarno of Indonesia would like to talk to me about the Peace Corps.

We spent a week in Indonesia. At the conclusion of our visit, President Sukarno told me I could tell the press that there was no doubt that the Peace Corps was coming to Indonesia.

I have one last anecdote. A nurse in a Philippine hospital, where Dr. English had an appendectomy, did not comprehend the words *Peace Corps*.

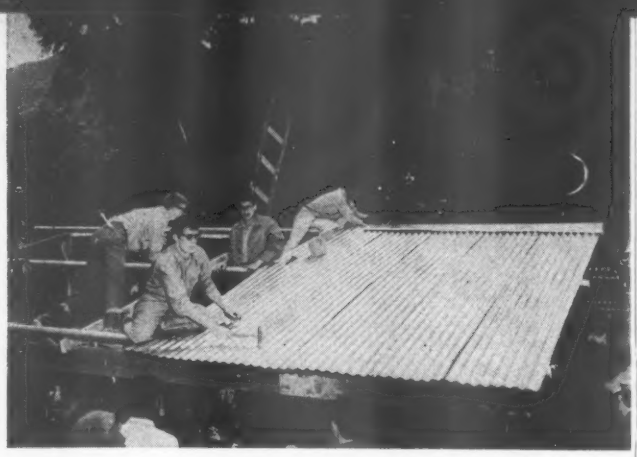
But then when she was told the names of some Volunteers who had been treated at the hospital, her eyes brightened and she said, "Oh, you mean the Americans from the country?" referring to the Volunteers working in rural areas, and she made the thumbs-up gesture.

She did not know what the Peace Corps was, really, but she knew these people as representing something that was to her admirable about our country.

SKIRTING A PUDDLE, Shriver walks through rain to disabled Land Rover, in a ditch for the second time on the round trip from Kota Belud to Mile Ten, North Borneo, to visit Volunteers.

Photo: Black Star

FLOODED RIVER washed out roads and forced the Shriver party to take to a raft on the return trip from Kota Belud to Jesselton, the capital of North Borneo. On the raft are Dr. Joseph English, chief Peace Corps psychiatric consultant (with camera); Mrs. John Landgraf, wife of the Peace Corps Representative in North Borneo; William Kelly, chief of the Division of Contracts and Logistics, and John Landgraf. Shriver is at extreme left.



COLOMBIA: *Acción Comunal*

'Group education through physical projects' is a job requiring friendliness, creativity, and patience

The first Volunteers in Colombia had been on the job for eight months when their work was interrupted. While Colombia was holding national elections, the Volunteers were gathered for "think and talk" sessions away from the political arena.

Now there was time to swap stories, to complain, to relax, to review the successes and come to terms with some of the disappointments of rural community-development work.

They asked themselves what they had accomplished since coming to Colombia in September, 1961.

The Volunteers work as employees of the national *Division de Accion Comunal.* They are under the administration of CARE (Committee for American Relief Everywhere), which has its biggest Latin American operation in Colombia and has been active in community development there for years.

First North Americans

Many Volunteers are stationed in villages where no North American has ever been before, and all have had to speak Spanish in pursuit of their work.

The Volunteers' task is to help wean the country people from dependence on paternalism by stimulating them to undertake such self-help building projects as roads, schools, bridges, latrines, or aqueducts, with mechanical and material aid from the Colombian government.

But the ultimate goal of community action goes far past mere community improvements. As one Volunteer concisely put it, "Community action is a system of group education through physical projects." The Volunteers live and work in the *veredas,* or villages, not only to help the people build "physical projects" but also to introduce the concept of local self-reliance through democratic group action.

Slow Process

The Volunteers have found that encouraging community action is a slow process. As John Arango said, "It takes a long time to make your own personality felt, and it takes a lot longer than you may think to get a school or some other project built."

Until recently, few *campesinos,* the rural residents of Colombia, had ever heard of community action. Few who had heard of it understood what it meant or how it worked. How do the Volunteers put their ideas over? There are guidelines but no rules. One Volunteer commented that "community action is never the same in two places; you must adapt, alter, create, and innovate as the area requires."

In addition, Volunteers on all projects must contend with three problems: the land, the weather, and the harvest.

Rocky and mountainous land hampers the Volunteer's mobility (mules and horses move at a slow pace), let alone the transportation of heavy materials to building projects.

When rain comes, transportation almost stops and heavy machinery bogs down. Rain means that projects must be postponed, and when they can be resumed, it may be time for the coffee harvest. This means even more postponements.

Most Volunteers soon realized that the first step everywhere was to ignite the imagination of the *campesinos.*

Prerequisite to any community action is the formation of a *junta,* or citizens' committee. In a few *veredas,* where Colombian *Accion Comunal* workers had introduced the concept, *juntas* were already at work. But, in most *veredas,* the idea of getting together for community action was totally new, and the Volunteers had to start from scratch.

How To Do It

Here is how Jim Tenaglia described it: "To organize the *junta,* you have to do a lot of preliminary work, mostly visiting each family in the *vereda* and explaining that a good job of community action depends on a well-organized *vereda.* You tell them that meetings must be run in an orderly fashion, and that officers are needed to keep order and take care of the paper work and co-ordination.

"Then, at the first meeting of the *junta,* if a good representation from the community is present, you hold elections for officers, at the same time explaining that the officers are NOT the *junta;* rather, the *junta* consists of every member of the community, and the officers are just the governing body and co-ordinators.

"Actually," Jim concluded, "this—not the projects you undertake—is the real community-development work.

"If the people are well organized and can carry on projects after you leave—this is the real measure of

HELPING, Volunteer Ron Atwater (third from left in far-left photo) passes blocks in village's wall project.

WORKING, three Volunteers (left in middle photo) and co-worker help villagers roof schoolhouse.

TALKING, Volunteer George Kroon addresses villagers at a community-development meeting.

your success or failure, not how many schools or roads or health centers you build."

Thus the day-to-day success of community action can be measured by the people's response to the concept of the *junta* and to the projects undertaken. The real test, as Jim points out, is whether the people can and will pursue community action without nudging from the Volunteers and their co-workers, the Colombian *promotores.*

Construction Begun

During the election-time conference, one Volunteer said: "My partner and I have just begun working with the people on a school project. We had just received supplies before we left to attend this conference; so there wasn't time for the actual construction to begin."

A week later, back at his project, he wrote:

"We were really worried that with our departure this project would be dropped. But when we came back, we found that the people had gone ahead and made 4000 Cinva-Ram blocks (see cuts on page 11). This is what happened when we moved out temporarily, and if we build the right kind of organization and civic attitude, a lot more will happen after we leave permanently."

This is only one example, and it is not necessarily the rule. Other Volunteers were disappointed when they returned to their areas. One letter contained the most precise articulation of the problem the Peace Corps Volunteer faces in Colombia. It said:

"They all like us well enough. We've captured their hearts; but we need their bodies, or else we're stymied."

One immense problem, of course, is that Colombia is a country of centralized government. Communication between the upper level (the officials) and the lower level (the people) often is hampered by lack of locally developed authority.

The *campesino* therefore believes himself detached from the officials and the landowners and their decisions. The result is that he rarely understands how people brought in by the government, such as Peace Corps Volunteers, can benefit him directly. He may be friendly and gracious, as are most Colombians. But he may not work.

"Often the people do not feel any responsibility to improve their communities," one Volunteer explained.

"In the past when a local government has approved money to build schools or aqueducts, it has been strictly paternalistic in policy. They have hired men to go in and put up the school or aqueduct without consulting the people beforehand. One day, walking along, they discover a new aqueduct in their *vereda.*

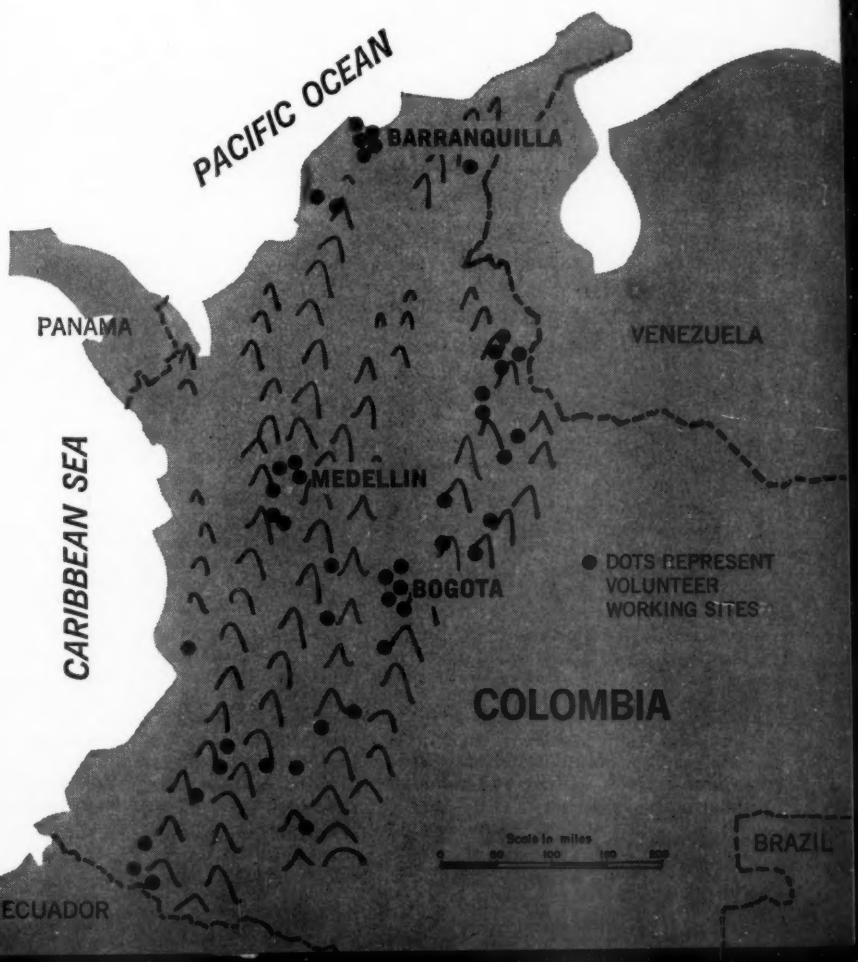
"The local officials do not oppose the principles of community action. There is simply lack of understanding."

Handouts Expected

The school or the road may have been built. But the people had no share in it. It is natural that they now sit back and wait for handouts.

As another Volunteer said, "If they don't have their hearts in it, the work has no meaning to them. If they do not feel they are belonging and doing for themselves, the people will not work; they will find another exit."

Dennis Grubb described another example of detachment between officialdom and the *campesinos.* He wrote that the Ministry of Education decided a certain *vereda* should have a



Colombia's President Valencia Hails Peace Corps Idea

The following is an excerpt from the inaugural address of Colombia's President Valencia delivered on August 7, 1962:

"I cannot conclude this superficial analysis of some of Colombia's problems without making special honorable mention of the gallant legion of American young men who, in furthering the Alliance for Progress under the noble title of the Peace Corps, have launched out from different parts of the United States to every corner of America to study, understand, and help her.

"The mission which they are furthering is truly extraordinary and meritorious, worthy of Colombia's deepest gratitude. They make direct contact with our most humble people in our towns and villages; they hear their complaints, understand their anguish, and stimulate their hopes.

"There is no other action more effective to the service of continental integration than this Peace Corps which allows a young man from Chicago to know the thoughts of a man from Sabanalarga or Firavitoba.

"With profound respect and intense emotion, as president of the republic, I render homage of admiration, of gratitude, and of affection to the members of the Peace Corps who perished in the unfortunate airplane accident in the Choco, and whose remains were joined together with those of our honorable and beloved Colombians in a hollow of the Baudo range.

"In this tragic and grievous event I have seen the greatest possibility for understanding and solidarity in our continent, inasmuch as young Volunteers of the highest distinction and merit have come to us from the United States to know us, understand us, help us, run our risks, and suffer our vicissitudes and dangers. The common tomb of Baudo will be one of the foundations of the new American understanding."

school. The ministry sent construction workers out to build it. Soon the community had a schoolhouse.

Enthusiastic Reception

"As a rule, the people are very impressed with the picture they have received of the U.S. through the Peace Corps. In our case, it was the first time a North American had been to their area. They think that the U.S. is finally doing something worth while in sending down young people who are willing to take their time to help the *campesino*. They are also impressed that we are doing this job voluntarily.

"We have encountered in our area an attitude of enthusiasm and interest that was more than we had anticipated. We have no trouble organizing work days and projects; often 100 people turn out. We often have to act more as a stabilizer than as a catalyst: the people would start four or five projects at once and wouldn't finish one."

—Jim Gregory

"But after one year, the school, originally valued at 20,000 pesos, was worth 10,000 pesos," he said. "The roof leaked; the windows were out; the building was generally run down and getting very little use.

"The people had done some work, but it didn't mean anything to them. It had not developed any pride in them. It was not something they had wanted and made a decision to go after. Officials in the ministry had merely decided to give it to them.

"Then a very wise and understanding politician made a speech and told the *campesinos* that from that day on, the school was no longer the property of the state but was their school.

"About a month later someone came back and found that the people had repaired the building. They had decided that it really was theirs and therefore had taken pride in it. It was beginning to mean something to them."

Ronald Yeager described another early view the Colombians had of community action:

"The people in our villages have the idea that community action is the process by which you take a delegation of the *junta* to the departmental government or to the national government and beg for money to carry out the projects.

"The *vereda* wants a dump truck, but without responsible group action the truck alone will not improve the road. But the *campesinos* don't see beyond the dump truck."

Of his country's people, a *promotor* had this to say: "Our *campesino* has lived in passiveness. He has been exploited by politicians. They have promised but haven't delivered. A grave, very grave factor is paternalism. People expect things to be given to them without making an effort. They expect them to come as manna from heaven."

All these complications brought Volunteer Rene Cardenas to a classic understatement: he describes community action as "not a simple task." He calls it work that requires "the heart of a teacher, the tact of a diplomat, the mind of a military technician, the ambitions of a poet, the work eagerness of a hungry laborer, and the flexibility of a copper wire."

Photo: Pan American Union

All of these characteristics, he added, must be tempered by exactly the right amounts of humility, creativity, and maturity.

His is the thoughtful conclusion that community action is "a system of group education through physical projects."

"In an area where a school is badly needed, the building itself is impor-

tant" Cardenas said. "But what is more important still is that the people realize that the school is being built through their efforts and that similar efforts may be used to help solve their other problems.

"Community action builds the muscle of the community by banding together the members of the area in a common project. It acquaints one with his neighbor and his neighbor's problems. It gives a neighborhood a taste of self-rule and self-guidance and independence. It provides the means for unity and the idea that in many there is strength."

This is the rough outline, the philosophy, and it always sounds elevating. Nevertheless it often seems far removed from some of the problems that crop up in Colombia, problems that may seem petty but are large and serious stumbling blocks.

A Volunteer can organize a *junta*, inspire the *campesinos*, identify a specific problem, and have the village people ready to act to solve it. But all this can go down the drain if the Volunteer cannot get the basic materials to start the job.

As one Volunteer put it: "You can do everything; but if you can't get a two-pesos bag of cement, a foot of pipe, or a board or a nail, everything goes to pieces."

Need Support

Another Volunteer has this to say:

"Community development here has been very encouraging and interesting, but we are not able to do enough without support from the governmental agencies. Unless we get material help, people may begin to believe that our mission has nothing to offer but organization and talk. Although much can be done with a little, it is impossible to work with nothing."

As George Kroon remarked, "I have learned here the value of everything —a nail, a bag of cement, a piece of rope. But above all, I have learned to be patient with the people, with the weather, with the mail, with myself."

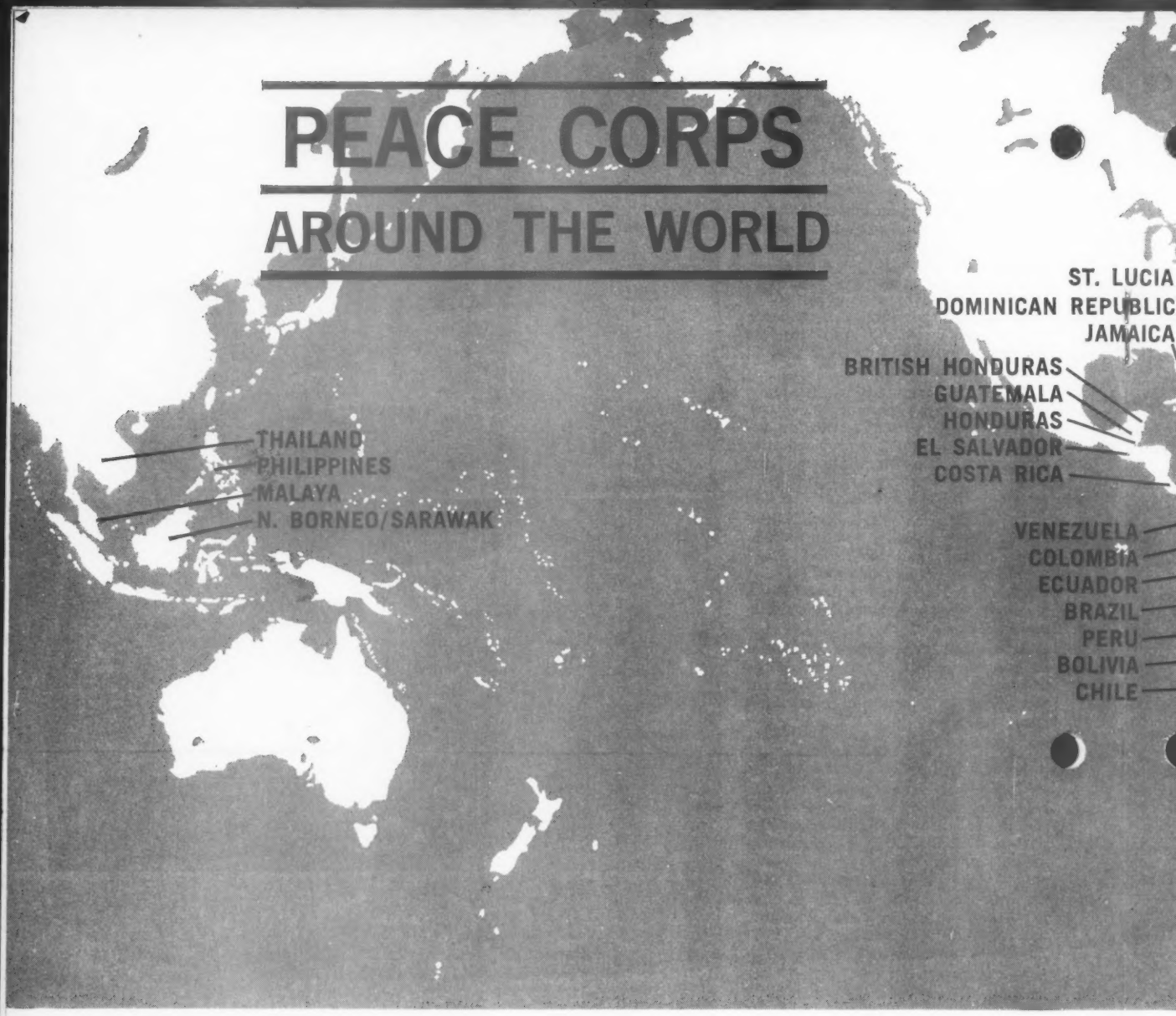
The Volunteers have found their patience tried in a number of ways. The pace is slow, Even when projects are going well, Volunteers are always up against complications which slow work down.

"One of the *veredas* we are now working on is in a place which is an hour away by horseback from our town. There is no road—only a clay trail through a narrow canyon which goes up a mountain and down the hills on the other side. There, on a hill overlooking the sloping sides of the mountains separating it from the

(Continued on page 14.)

Photos: Black Star

CINVA-RAM, an important tool in Peace Corps projects in Colombia, makes crude concrete blocks by compressing (top photo) mixture of 10 pct. cement and 90 pct. low-grade sand. The blocks (middle photo) are removed from the form and set on the ground in rows to dry (bottom photo).



IN THE PAST TWO MONTHS more than 2000 Peace Corps Volunteers have left the United States for service in 30 foreign countries.

In the first 10 days of September alone, the number of Volunteers serving overseas was doubled when more than 1400 left for 20 countries. This government-sponsored movement abroad of American working civilians is reportedly the largest in history.

Here are the countries which have received either a first or a supplementary group of Peace Corps Volunteers in the past two months:

Afghanistan, Brazil, British Honduras, Bolivia, Cameroun, Ceylon, Chile, Cyprus, Dominican Republic, Ecuador, Ethiopia, Ghana, Honduras, India, Iran, Ivory Coast, Malaya, Nepal, Niger, Nigeria, Pakistan, Peru, Philippines, Senegal, Sierra Leone, Tanganyika, Thailand, Togo, Turkey, and Venezuela.

In October, 1962, Africa has 987 Volunteers in service; 183 more are in training. Of the total, 764 are men, 406 are women.

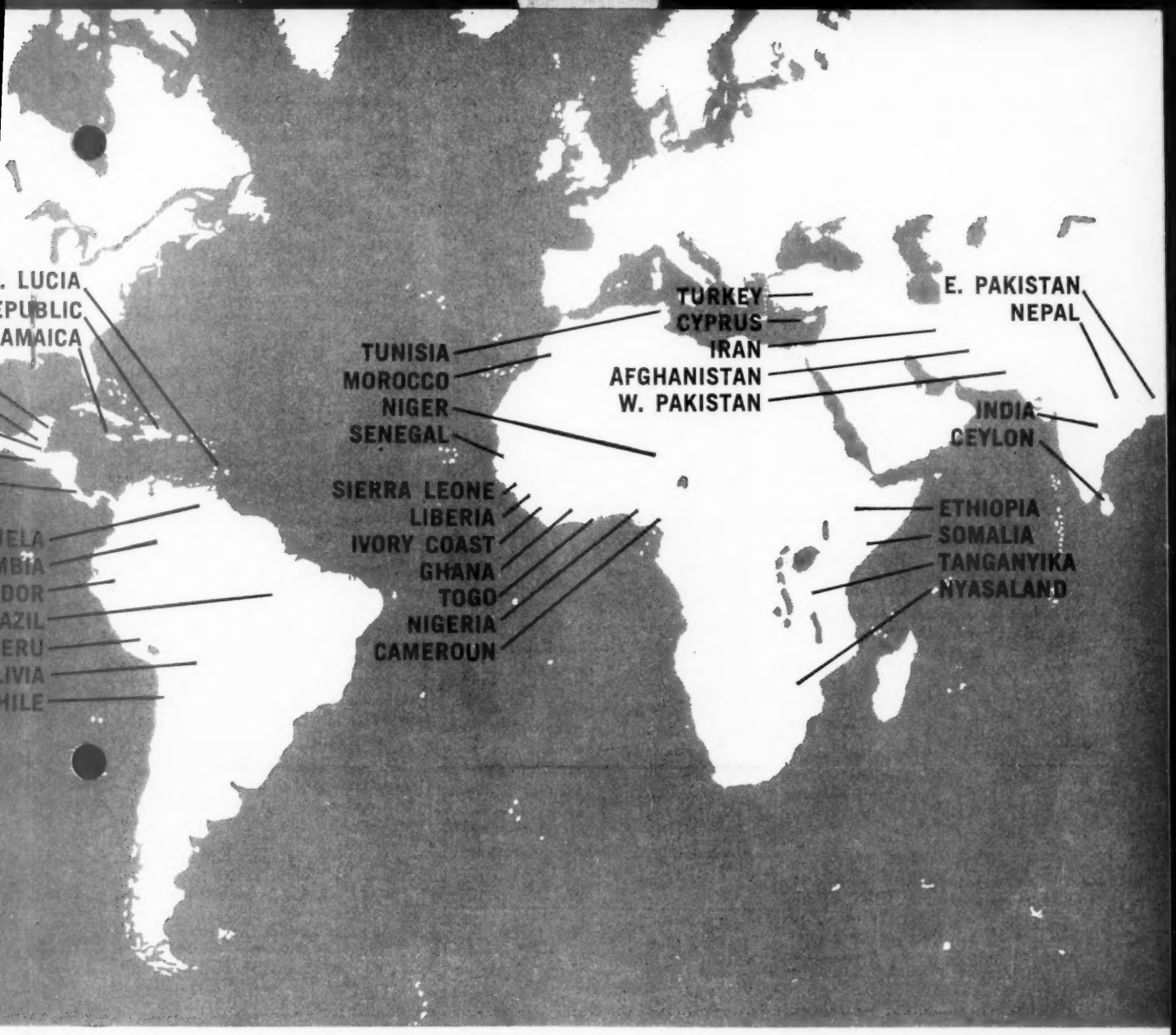
For Latin America, 639 are overseas, 618 in training; 799 are men, 458 are women.

For the Near East and South Asia, 389 are overseas, 30 in training; 312 are men, 107 are women.

For the Far East, 768 are overseas, 118 in training; 465 are men, 421 are women.

The following figures reflect the approximate numbers of Peace Corps men and women in overseas service or in training programs in October, 1962.

AFRICA: Cameroun, teaching, 40. Ethiopia, teaching, 268; arts-crafts, 7; health, 2. Ghana, arts-crafts, 1; teaching, 115. Ivory Coast, teaching, 31. Liberia, arts-crafts, 5; teaching, 85. Morocco, teaching, 25; agriculture, 30; surveying, 30. Niger, teaching, 7. Nigeria, teaching, 256. Nyasaland, teaching, 45. Senegal, teaching, 5. Sierra Leone, arts-crafts, 4; building, 16; co-ops, 5; teaching, 90; mechanics, 3; health, 10. Somalia, teaching, 45. Tanganyika, agriculture, 2; engineering, 33; health, 27. Togo, teaching, 17; agriculture, 8; arts-crafts, 1; health, 20. Tunisia, construction, 12; teaching, 19; engineering, 13; mechanics, 22.



FAR EAST: Malaya, agriculture, 6; arts-crafts, 2; teaching, 60; engineering, 11; mechanics, 5; health, 43. North Borneo-Sarawak, arts-crafts, 24; teaching, 27; engineering, 5; health, 4. Philippines, community development, 31; teaching, 577. Thailand, teaching, 78; health, 23.

LATIN AMERICA: Bolivia, agriculture, 31; co-ops, 1; engineering, 6; mechanics, 1; health, 29; construction, 3. Brazil, agriculture, 94; arts-crafts, 4; co-ops, 3; construction, 7; engineering, 4; mechanics, 16; health, 28. British Honduras, teaching, 33. Chile, agriculture, 18; arts-crafts, 5; community development, 33; co-ops, 22; construction, 4; teaching, 1; mechanics, 3; health, 9. Colombia, community development, 131; social work, 48. Costa Rica, teaching, 37. Dominican Republic, agriculture, 2; community development, 48; construction, 31; teaching, 26. Ecuador, agriculture, 68; arts-crafts, 3; community development, 75; co-ops, 1; construction, 2; teaching, 19; engineering, 15; health, 6; social work, 1. El Salvador, agriculture, 23; engineering, 1. Guatemala, agriculture, 32; home economics, 10. Honduras, health, 15; social work, 12. Jamaica, teaching, 38. Peru, agriculture, 11; arts-crafts, 10; community development, 20; co-ops, 8; construction, 43; teaching, 14; engineering, 11; mechanics, 1; health, 61; social work, 25. St. Lucia, agriculture, 8; teaching, 5; health, 2. Venezuela, agriculture, 35; teaching, 51; social work, 16.

NEAR EAST-SOUTH ASIA: Afghanistan, teaching, 5; mechanics, 1; health, 3. Ceylon, teaching, 39. Cyprus, agriculture, 13; arts-crafts, 2; teaching, 8. India, agriculture, 33; arts-crafts, 1; construction, 6; teaching, 24; mechanics, 11. Iran, teaching, 43. Nepal, agriculture, 11; teaching, 58; mechanics, 1. Pakistan, agriculture, 17; community development, 2; construction, 6; teaching, 21; engineering, 10; mechanics, 1; health, 12; social work, 1. Turkey, agriculture, 9; teaching, 32.

□ □ □

FOR DISPLAY or teaching purposes, this map can be removed by lifting the staples at the center of the page.

(Continued from page 11.)

town, a school is being built by community action.

"The first day I went to the site where the walls are now going up, I saw a file of men, horses, and boys carrying roofing tiles up the trail for the school. Material for the walls came out of the clay in the region, and the rocks for the floor foundations came from a nearby stream.

"But there are still problems: a carpenter has to be sought out to help put up the roof and direct the installation of doors and windows; all the material still needed has to be hauled up through the trail, most of it on the backs of the *vereda* people; money has to be collected to purchase lumber for furniture, paint, and perhaps even some seeds for a vegetable garden.

"Other projects must be found to overlap the school project so that the full meaning of community action does not languish. And there are other problems which always crop up."

These are matters that, combined with months of tediously slow progress, try a Volunteer's patience.

One Volunteer, who felt at the end of his rope, discussed in staccato sentences, the five *veredas* in which he worked. In doing so, he pinpointed a weakness of his own.

"I'm too laconic. I don't like to repeat things. I get irritated at the *promotor* when he takes half an hour to explain something that would take me five minutes.

'Petty Points'

"I tire of *juntas*' discussing petty points at great length. But perhaps discussing these petty points gives them confidence. They feel they know what they are talking about. Then they can gradually be shifted over to better appropriation of their time for significant points."

To the Volunteers, a failure often looks larger when compared with a success.

Failures are seen in specific terms: the school that was not finished, the road that was never started. On the other hand, successes are usually seen in the broad terms of putting an idea over to the people. Sometimes success is measured by an action that, in another context and in another country, would seem so obvious and natural as to go unnoticed. Such actions include teaching *campesinos* how to elect officers for their *junta*, or deciding how many children a school will accommodate.

A Volunteer selected as an example of success this story that someone else might take as a failure:

"In our *vereda* we had organized a *junta*, had held an election of officers, and everything started out fine. But the next time we went back to visit that *vereda*, the people had decided the man who had been elected *junta* president was not doing his job. So they held a special meeting and elected new officers.

"To my way of thinking, this achieved a lot more than building a bridge or a latrine."

The ultimate goal in community development, said another Volunteer, "is training the people to be able to work as a unit: to locate, discuss, and solve their own problems without the aid of outsiders."

Glossary

Following are Peace Corps definitions of Spanish words and phrases used in Colombia:

Accion Comunal	refers to Colombian government Division of Community Action
campesino	rural resident
consejo	village council
junta	citizens' committee
mejoradora	government home-improvement worker
municipio	township
personero	village manager
promotor	Colombian government co-worker of Volunteers
vereda	village (literally, "path")

Often, success depends on the imagination of the Volunteer. Stephen Honore found assistance in visual aides and in children.

"Any gimmick, such as showing education movies, or demonstrating how to vaccinate pigs, gains quick attention and easily draws crowds," he wrote. "They will watch any kind of movie—and if it is in color . . . !

"Kids are always around wanting to do something when some work project starts," says Honore. "The larger ones can push a wheelbarrow or carry a shovel. But we have also been able to use the smaller ones, too.

"We give them the title of Secretary No. 1, No. 2, No. 3, and so on. Then each secretary is made responsible for carrying some article, like a ball of string, a hammer, or a measuring tape."

Honore's work has run the gamut of community-action projects: enlarging an aqueduct, making a park, augmenting the CARE feeding program, building a cement footbridge, and helping to start a health center as well as finding a nurse.

Jim Gregory and Bob Bell organized a successful project to build a school. The villagers raised money for the school by holding a fiesta, divided up responsibilities and labor, and made all the blocks for the school with a Cinva-Ram machine.

More than a physical success, however, the project succeeded in gaining the enthusiasm and responsible leadership of the *campesinos*.

Writing about the project, Jim Gregory said that "in forming the *junta* we impressed upon the people that the decisions made in the meetings would be their own, and we made only helpful suggestions. All plans were made by the people.

"As it now stands, the village does not need our help in carrying out a meeting or planning a project. As yet, they have had to spend all their time on the school but they are thinking of starting a project to build a road. With this project I think we will be able to move into another area and let them handle it alone. What has pleased me most is that they don't mind our going. I feel that we have made these people in Guaspud more self-dependent and it pleases me no end."

Education Wanted

Throughout rural Colombia the villagers know one thing they need: education. This need is an immeasurable asset to the Peace Corps.

"The universal desire for education took me by complete and pleasant surprise," a Volunteer wrote.

"When asked what their problems were, an overwhelming majority named lack of eduction first or second, even ahead of housing and money. I'm not sure how many adults are willing to take the time and trouble to be 'alphabetized,' but at least they want it for their children."

Another Volunteer, an agricultural worker, found that night classes for the *campesinos* were a great help to him.

"I started with 40 adults some six weeks ago and now have more than 85 people attending these classes," he said. "I am teaching two nights a week and two hours each night. We cover any topic.

"The people take a great interest in this class and never fail to attend. I do not know what has made this a success, but I think that it is because they have a desire to solve their problems.

"Once they began to work together, I found that they understood their own needs—and what their course of action should be—better than all my words could explain."

The task in Colombia is great. By and large the Volunteers are undertaking it with optimism, vitality, and determination. Despite problems of inertia and paternalism, frequent disappointments, discouraging living and working conditions, the Volunteers in Colombia are glad they are there.

As one Volunteer wrote: "I never cease to be amazed at the attitude of the people here. They are the most friendly people I have ever met. They will do anything for you and they work hard. But their attitude is fatalistic. It's no wonder, when you see what contributes to this. In my village alone there are diseases like TB, malaria, paralysis, parasite infections, and malnutrition. Impure water is a problem . . . the death rate among children is very high. I have seen women and children carrying water one or two miles up the side of a mountain to their mud huts.

Rewarding Experience

"No matter what I say about the conditions, it is wonderful here. I am having a most rewarding experience. We came to Colombia thinking we knew what to do to make this country as economically stable as the U.S. Now we are wondering where to begin.

"Perhaps you at home might understand a little about the problem, but until you see a mother following the funeral of her child, or see a little girl searching through the trash for a pair of discarded shoes, all the words in the world put on paper by the best writer cannot describe the feeling I have developed for these people."

WORK PARTY digs a spillway hole, part of a Peace Corps-assisted aqueduct to bring water to village of El Chilcal from a mountainside source one kilometer away.

Peace Corps In Colombia

The following groups are either at work in Colombia or scheduled for service there:

Colombia I: Arrived Sept. 6, 1961, 58 community - development workers (men).

Colombia II: Arrived Mar. 13, 1962; 42 community - development workers (men).

Colombia III: In training at Columbia University in New York; arrival in Colombia, Nov. 15, 1962: 79 social workers (women), community - development workers (men), teachers of social work.

Colombia IV: To train at Texas Western College, El Paso; arrival in Colombia early January, 1963: 32 university English teachers, 35 physical education teachers.

EVEN CHILDREN help in projects. These youngsters are toting couplings for aqueduct in Sandona municipality. Volunteers Steve Murray and Refugio Rochine with their *promotor* organized local people's interest, and 60-80 men dug the three-mile trench in a month's time. The Coffee Federation supplied piping for project.

Photo: Black Star

EARNEST DISCUSSION marks much of community-action work. Here Volunteer Dick Fiedler (center) and co-worker chat with a Colombian friend.

Photo: Standard Oil Co. of N.J.

RUGGED HILLS score Colombia's landscape. This village is near Bogota.

Colombia: Accion Comunal

Self-Help Villages Make Job Easier

In community action, *success* is a relative term. One Volunteer, working with a partner in southern Colombia, found his task facilitated because of an existing attitude of the Colombians; furthermore, these two Volunteers had a fine response to one project only indirectly related to their main job.

By Stephen M. Murray

The basic reason for what we considered our fair amount of success when we started down here lay in the attitude of the people. Our area, near Sandona, Narino, has had a long history of a form of community action for projects of community benefit.

A certain day or group of days is chosen, and the entire community takes part in a festive way. The men and boys participate in the labor itself, and the women and girls take charge of the food.

Local Band Assists

Amidst the music of a local band and the stimulus of a locally donated alcoholic beverage, the men work to complete the community project with shovel, pick, and any other tools they may have. We feel that without the help of this local custom, the progress of our work might have been seriously retarded.

When we arrived at our site, we found that our *promotor*, or Colombian counterpart, was well on his way toward organizing the various communities.

From the beginning, we tried to develop a system in which we would attack the most pressing need of our communities through a long-range or large project, while at the same time attacking the smaller, more easily remedied problems.

For the first few weeks, we worked with seven communities which seemed willing to work in solving problems.

Within a few months, however, we had to suspend activities in one *vereda* because of a lack of interest and because of the inaccessibility of the meeting area. Another area had to be abandoned because of the complete lack of interest or initiative on the part of the people and the local leaders.

Working Projects

Of the areas in which we are working, three are nearing completion of much needed roads. The other two are working on an aqueduct to provide fresh water to areas that have had to rely on a distant stream that also serves as a pig wallow and as a community washing station.

We are also carrying out plans for "middle-range" projects. We have started a night school for adults as a kind of educational process that we hope will continue beyond our small beginning. This project has brought us the best co-operation from everybody, from the people themselves up to the minister of education.

There is a tremendous thirst for any type of basic education; so in spite of an inevitable but short period of skepticism or caution on the part of the people, we have been very successful. Since the people realize the value of basic literacy even for their own small business transactions, they are enthusiastic, particularly about reading and writing.

Greatest Effect

Aside from the larger community-action projects, I feel that this school is the place in which we can have the greatest effect upon the life of the people.

We have projected two other schools: one for the experimental farm on which we live, and one for another of our *veredas*.

But we have had a hard time finding places to hold classes. In most places the schools are in such disrepair as to be unusable for our purposes.

Lesson From History

"I found it useful to mention in talking to *campesinos* that community benefits are not new ideas at all. The Incas of South America had a system of community organization which they used to great advantage. Mentioning this pinpoints an example, local and historical. I try to avoid mentioning countries in other parts of the world because through a lack of education the *campesino* might lose the scope of my plan. Also, he cannot say, 'Sure, it will work there but not here.' You present him with the fact that it *did* work once before in his country—why not again?"

—Emil G. Steinkrauss

Daily Schedule Flexible; 'Play It by Ear' Is Rule

"There is no such thing as a typical day or type of schedule for how much time to spend on this or that. We have to play it by ear."

This is the way Dennis Grubb replied when asked to describe a typical day of the Peace Corps Volunteer in Colombia. The rest of Grubb's answer:

"It depends partly on whom you are working with. Some of these people get up at 3 or 4 in the morning, and you usually get up about 7:30 or 8.

Schedule Varies

"It depends on what kind of a project you are working on. From 8 a.m. to 6 p.m., you may be out where the people are building a school, helping them. At other times from 8 a.m. to noon you are with the priest, or you may be spending the day at the Colombian government's Division of Community Action trying to get materials.

"In the afternoon you will be talking to the people, with the president of the *junta*. You may spend the whole day out visiting and talking to the people in their homes. Some days are completely full.

Long Waits

"The most discouraging thing is waiting for the engineer that has been promised you by a *municipio* official for a certain day. You may wait five days for him to arrive, but you have to wait so that you can show him what is needed.

"I have 17 projects in my village. Some days it takes half a day to get to one place and see how the work is going. When we go to a site and there is no one there, we know we have more work to do. We may have to help do some of the actual physical labor—just so long as we don't make ourselves nothing but free labor while the community does nothing.

"We also have a responsibility to the people who provide the money to build a project, such as a school.

"If the *juntas* are formed well, if we can get them properly organized, help them to get aid, and get them started, we can leave them for a while.

Talking, Pushing

"In other *juntas* we have to spend much more time, just going from house to house talking with the *campesinos*. It may take three or four weeks to get the people moving. It depends upon the people and the size of their projects.

"We have to keep talking all the time, trying to stimulate everybody. We never stop. If we do, we get stagnated. We talk to the agronomist. We talk to the *mejoradora*. We talk to the landowners. We talk to the *personero*. We talk to the people. We have to keep pushing and pushing.

"Our job is 90 per cent relating to people, and 10 per cent doing physical work."

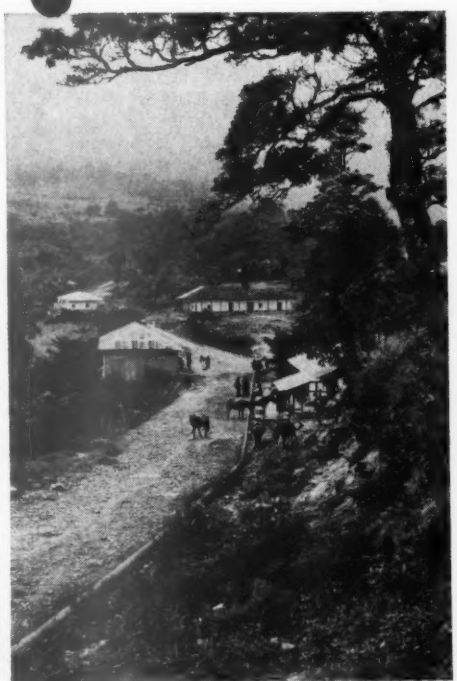
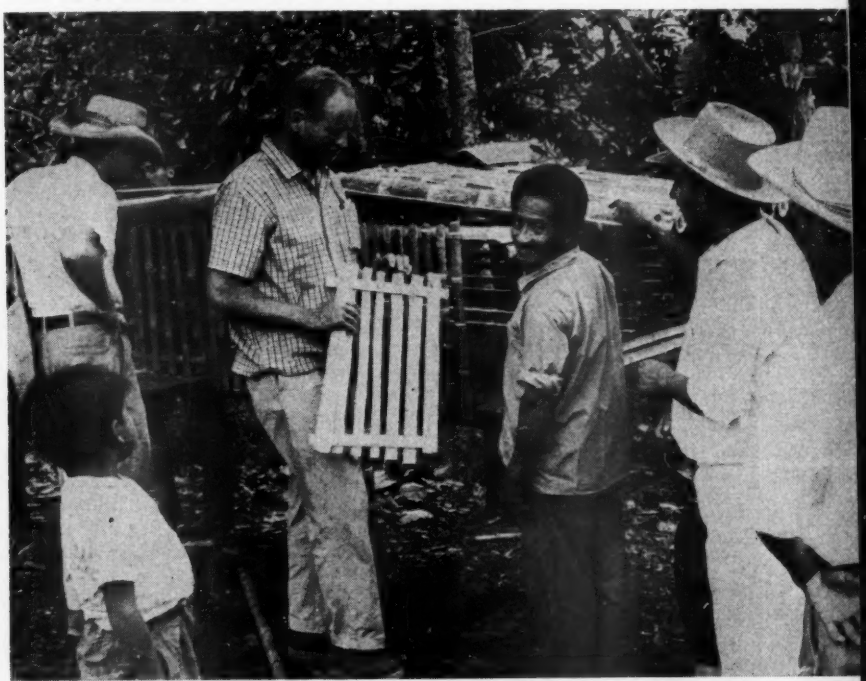


Photo: Standard Oil Co. of N.J.

RICH GROWTH and rough country abound where oil pipeline runs up to 8600-foot-high Bogota.



RABBIT HUTCH is eyed by Peace Corps Representative Christopher Sheldon (holding gate) and Volunteer Ira Gwin (left, in hat). The hutch, built for farm-youth club, is first project of Vilachi, a south Colombian village.

Africa Volunteers Lend Hand to Liberia Arrivals

By Dave Hibbard

Now that several hundred Volunteers have a year's experience behind them, the Peace Corps has in these veterans a good source of assistance for launching new programs. I was one among seven Nigeria and two Sierra Leone teachers who were the first Volunteers invited to help set up a project in a neighboring country. (For pictures of Liberia Volunteers, see next page.)

The nine of us spent two weeks of our August vacations in Liberia, preparing for and then orienting the first Liberia group, which arrived following training at the University of Pittsburgh.

The Liberian project should prove one of the most challenging of the Peace Corps ventures in Africa. In many ways, the Liberia Volunteers will pioneer during their two years as teachers in primary and secondary schools.

Education Growing

More than 80 Volunteers are scattered all over the country, serving in an educational system which is now in a period of expansion and modernization. Many towns and villages have just built schools. In some of them, the Volunteers, stationed in twos, make up half the school staff.

Two weeks before the arrival in Liberia of the new Volunteers, Dorothy Hassfeld, Scott Pearson, Randy Longcore, Arlene and Don Goodyear, Joel Splansky and I arrived from Nigeria. Joan Hero and Rochelle Clifton came from Sierra Leone.

We felt as if we were beginning our Peace Corps tours all over again. Our first job was to prepare and equip houses which were rented for the Volunteers.

Mountains of equipment, which Volunteers would not be able to purchase in the interior, came in to stock the Peace Corps warehouse.

We spent several days putting together individual households of equipment: everything from kerosene stoves to charcoal irons to mosquito nets.

Long Journeys

Many sets of household equipment had to be taken to far corners of the interior. One mission took some of us six days on the road. Other household sets were shipped down the coast by freighter and transferred to surf boat to reach their destinations.

Because some of the coastal towns lack through roads, we had to fly in to check the safe arrival of our shipments. The Volunteers stationed in these isolated coastal towns will have radios to keep them in contact with Monrovia.

The new Volunteers arrived while distribution of households was still in progress, and some of our energies were diverted to their orientation session. We took on such responsibilities as arranging a week-end in Monrovia at the homes of Liberians and Americans for the new arrivals.

These two weeks were very important to us. We got to know some Liberians and many Volunteers.

We gained a broader view of Peace Corps operations, and we returned to begin our second year in Nigeria with renewed enthusiasm for our projects, for Africa, and for the Peace Corps.

UN Project

(Continued from page 1)

teers could serve effectively, Congress gave permission for assignment of 125 Volunteers.

Over opposition of the Soviet bloc, the UN Economic and Social Council (ECOSOC) in August, 1961, approved a resolution permitting Volunteers to work with UN agencies. Then two more obstacles remained.

The UN agencies could not absorb the cost of servicing Volunteers in the field, and no method of paying the agencies to provide such servicing proved feasible, particularly in light of congressional feeling that this would indirectly increase U.S. appropriations to the UN.

The second obstacle, that of Volunteers' status, was found in the ECOSOC stipulation that Volunteers would have the status of international civil servants, with the legal immunities and duty-free import privileges normally accorded UN personnel. These privileges were not, however, consistent with the Peace Corps philosophy requiring Volunteers to be subject to host-county law.

Two Obstacles

The two obstacles finally were overcome last March, when an agreement was signed with FAO providing that in FAO projects FAO would supervise the work itself but that the Peace Corps would have the usual responsibility for Volunteers' personal behavior, mode of living, and other off-the-job aspects of their service. Under the FAO agreement, the Peace Corps also provides administrative and logistical support.

The Peace Corps expects to undertake other FAO projects in the coming months, and the congressional limit of 125 Volunteers for UN agencies probably will be reached in FAO projects.

Chile's Radio School Beams Programs to Farm Children

Forty-three radio stations in Chile are carrying educational programs into rural classrooms in more than 1300 schools to help instruct farm children, reports Volunteer Bill Fox, who is working for the Radio Escuela (radio school), a department of the Institute of Rural Education in Santiago.

Programs are designed to assist rural instructors, who may subscribe to these low-cost lesson-programs. Aimed at students in the last two years of primary school, the programs —usually in dramatic form—are broadcast as introductions rather than as complete lessons.

For example, a program may be about a boy who has injured his foot. The boy meets a city doctor who tells him that his foot can be treated with medicine from a first-aid kit.

At that point, the broadcast ends, leaving the listeners full of questions: What is a first-aid kit? What is in it? How does it work?

The instructor then has a starting point and a roomful of attentive pupils for the lesson. Radio Escuela supplies printed teaching guides for use with each lesson.

Bill has been visiting rural schools to help enlarge Radio Escuela's audience and so far has added 68 schools to the roster. With the help of his mother, Mrs. Harold Fox of Chicago, Bill has launched a drive to collect radios in the United States for children in the poorest areas of Chile.

"CHEQUERS" interests spectators as well as Volunteer Stephen Hirst and partner, engrossed in African form of the game.

Liberia

From Monrovia to remote villages, some accessible only by air or boat, 90 Peace Corps teachers are adding to present Liberian teaching force: 2300 for 80,000 students.

DRAWING WATER for cooking, Stephen Hirst works at well in front of outbuilding behind his home.

PRIMARY-SCHOOL TEACHER Kiyo Massengale discusses arithmetic with inquiring pupils. Kiyo and her husband, Russell, teach in River Cess, a village which must communicate with outside cities by radio.

BARGAINING FOR BANANA-LIKE PLANTAIN in front of African shelter, Lois Hirst trades with neighbors. Graduates of Ohio University, she and her husband teach in town of Tapeta.

Photos: Black Star

GETTING TO KNOW VILLAGERS and practicing the Kpelle language, Carol and David Smith talk with grain vendors and laundry women in Gbarnga. The Smiths buy their food in local markets.

Do You Talk To Yourself? Put It on Tape

American radio stations are requesting five-minute tape-recorded interviews and monologues by Volunteers.

Each Volunteer who has access to a tape recorder can quickly fill the need for such material which tells in personal terms how Volunteers are faring abroad.

Will you help? Here is what you do—on tape:

Identify yourself by name, home town, state, present location, and the nature of your assignment.

Then, just as though you were chatting with a friend, spell out the nature of your work, how you live, the kinds of food you eat, the problems you have, the relationships with your neighbors, how you spend your off-duty hours, and anything else you think would interest a friend.

Humor, Anecdotes

Good anecdotes, humor, quickly-told incidents—all are desirable.

Make as many tapes as you wish, but be sure that each runs only five minutes, that each "tells a story," and that each identifies you clearly.

Tape-record at any speed; work in background sounds (chatter, music, a ceremony in progress); record on only one side of the tape; be sure to play back your recording before mailing it so you can hear that the sound is clear and not fuzzy or blurred. Then mail the tape to:

Norman Shavin
Public Information Division
Peace Corps
Washington 25, D.C.

Again: Public Information can use as many tapes as you can send.

You may want to devote each tape to one story or one aspect of your work.

Fine! But consider each tape an entity in itself, clearly comprehensible to anyone who has not heard any previous tapes.

Test Mark Takes Jump

A record 4341 applicants for the Peace Corps took the placement test which was offered on Sept. 29 at 500 locations throughout the United States and from Guam to the Virgin Islands.

The previous record of slightly over 4000 was held by the very first round of tests given shortly after the Peace Corps was organized.

FREE HOURS ARE FULL for Volunteer Kathy Connolly, who uses her spare time to work with crippled orphans three times a week while she is off duty as a teacher at the National School of Nursing in La Paz, Bolivia.

Moth (Scratch) Invasion Brings Lumps (Itch, Scratch) to Ghana

An army of moths brought with them a scratchy problem during an invasion of three Ghanaian villages where Volunteers are teaching.

Tiny scales from the wings and bodies of the moths flew off and settled everywhere. On contact with human skin, the scales brought—as the Peace Corps medical report put it—"dermatitis with urticaria and a great deal of pruritus." This means: inflammation of the skin with great welts and a furious itchiness.

Even indoors, the Volunteers could find no escape; as the moths flapped against the screens, the scales floated through the mesh and settled on furniture and clothing. A bare arm placed on a chair's armrest would develop itchy welts within 30 minutes.

No Collection

The Peace Corps physician, William Chin, arrived on the scene too late, as he put it, to do any real investigation or collection of specimens.

Dr. Chin did, however, take one specimen back to Accra for experimentation on himself. He covered one arm with a lotion he thought might ward off the rash; then he put scales on his anointed arm as well as on his bare arm.

Did science triumph again? Nope. "For the next 1½ weeks, I scratched and suffered," he said, adding that the lotion might have had some value.

He thought of experimenting with a powder, but the thought of the potential discomfort dissuaded him.

His Prescription

For his patients, Dr. Chin prescribed frequent washing of exposed skin, external and internal use of anti-itch medications, and a large dose of grin-and-bear-it.

The plague of moths, members of the family of tussock moths (mostly known as leaf eaters), lasted about two weeks.

His Shoulder Hurt, Not His Tongue

Shortly before the group of Ceylon Volunteers was to leave the United States in September, Jim Herbert, a physical education teacher, fractured his shoulder. Special treatment for his injury required him to stay in the U.S. for six weeks.

Jim's training officer, intent on keeping up Jim's study of the Singhalese language, found him a teacher: a Ceylonese Buddhist monk who is studying at Yale, near Jim's home. So Jim is learning his Singhalese, and when his shoulder is mended, he will go on to Ceylon, ready to teach—and to talk.

COMMENT

The Communist press throughout the world has launched a major assault against the Peace Corps. The attack consists of an intensified barrage of anti-Peace Corps articles and editorials which usually appear, first of all, in selected Communist publications and in broadcasts over Communist radio stations. Other Communist papers in other nations then reprint the articles as examples of "what people are thinking" in the nations where the attacks first appeared.

Occasionally, the attacks are reprinted—or even originated—in non-Communist periodicals whose editors feel impelled to "balance" an already-published pro-Western article with a Communist-inspired attack on the West.

Volunteers have read in local papers that they are "agents of the Central Intelligence Agency" or "the advance guard of a new wave of colonialism" or "idle loungers in the cafes."

Following is a sampling of the Communist propaganda wave which has washed all the way into the information office of the Peace Corps in Washington:

The U.S. Peace Corps has been very active in southeast Asia. Sargent Shriver, President Kennedy's brother-in-law, in a recent visit to Bangkok spoke a great deal about peace, international co-operation and U.S. good will for the people of southeast Asia. This was accompanied by two large detachments of Thai troops led by American advisers.

Cambodian border troops resisted this invasion and blood was shed. These two incidents of sweet speeches by the Peace Corps envoy and military provocations against small, neutral Cambodia are not accidental. Both are typical of U.S. policy toward southeast Asian countries. To implement this policy, Washington has set up two organizations which work together—the Peace Corps and the Special Task Force.

What is the Peace Corps and what are its objectives? Officially, it is composed of young, energetic, and well-educated Volunteers. They are supposed to help the Afro-Asian countries in the fields of industry, education, and medical services. * * * Actually, things turn out quite differently. Most of the Peace Corps Volunteers are U.S. servicemen. This in itself is suspicious. * * *

—Ivan Arbatov commenting on a Radio Moscow broadcast beamed to southeast Asia

Moscow, Sept. 22—The Moscow newspaper Sovietskaya Rossia said yesterday that American "Peace Corps" Volunteers in Pakistan "spend most of their time in restaurants and bars and shun the working people." * * *

—Lahore (Pakistan) Civil and Military Gazette

Peking, Aug. 6—The U.S. Peace Corps has become notorious and is denounced and boycotted wherever it goes, says an article in the *Kwangming Daily* today.

Kennedy's "Peace Corps" is a "medley developed from the old colonialist formula of invasions: missionaries-merchants-troops," the article says. "It is both a variant of salesmanship for the American monopolists and a new-type fifth column of the Pentagon and the U.S. Central Intelligence Agency. Its mission is to export counterrevolution on behalf of U.S. imperialism.

The article recalls the Peace Corps' vicious maneuvers abroad in the past year and more since its introduction to other countries.* * * In Africa, the article points out, their sinister designs have been repeatedly exposed.* * *

Kennedy's "Peace Corps" has also incurred odium in Latin America, the article continues. The Chilean paper *El Siglo* has said that these American "Volunteers" form, on a world-wide scale, a new-type espionage organization whose main purpose is "to report on the conditions of the places where they work, carry out open espionage activities, engineer confusion, and paralyze the masses politically and ideologically."

—Peking broadcast in English to Asia and Europe

In the demonstration held a few weeks ago by New York residents in protest against the Kennedy Administration's organizing hired troops to invade Cuba, there was an eye-catching placard bearing the words "Kennedy's Peace Corps" on one side and on the other a picture of an American bomber dropping bombs over Cuba. A simple medium of expression, but how powerfully it exposes Kennedy's peace tricks.

—From a Peking broadcast in English to East Africa

The West describes crocodiles as hypocrites because they say that they cry when they see people at a distance, but bite when they are close. Soon after Kennedy took office, he rushed to institute what he called "a new attitude with regard to world relations." One of the results of the "new attitude" is the Peace Corps. Kennedy's Peace Corps plays the hypocritical tricks of the crocodile. * * *

According to U.S. official statements, these "high quality" Peace Corps members will work mainly in underdeveloped countries in the fields of education, health, and hygiene, rural area exploitation and technical fields. What a tender heart!

—From a Peking broadcast in Spanish to South America

Funny Coincidence Dept.

The U.S. Congress has just voted a whopping $63,000,000 appropriation for the Kennedy Administration's Peace Corps. Founded something over a year ago, the corps has been described as a "noble enterprise" — and also a "boondoggle," but more people call it a "cold war corps" or a "spy corps." It has been exposed as Washington's "Fifth Column" to infiltrate the underdeveloped countries. * * *

—*Peking* (China) *Review*, June 22, 1962

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—*Tribune Ceylon News Review*, Sept. 1, 1962

LATEST OVERSEAS DEPARTURES

Because of the large number of overseas departures in recent weeks, THE VOLUNTEER will list in this and following issues the departing Volunteers' names in installments in order of departure.

To: Belize, British Honduras
Date: Aug. 27, 1962

Gene Adams, Riverside, Cal.
Julia Brown, Bryantown, Md.
Richard Coger, Pineland, S.C.
Andre Colpitts, Tulsa, Okla.
Gary Craig, Puyallup, Wash.
Dallas Edwards, Parma, Ida.
Irvan Guss, Medford, Ore.
Catherine Hardman, Thornton, Col.
Margaret Heinen, St. Paul, Minn.
Robert Jarrett, St. Louis, Mo.
Katherine Lizer, Sante Fe, N.M.
Rosemary Marek, Cadatt, Wis.
Daniel Martin, Belvidere, Ill.
Mary Mattison, San Jose, Cal.
Walter Maurer, Manitowoc, Wis.
Carol McCulley, Chicago, Ill.
Ann Mead, Crystal Beach, Fla.
Marylee Meyers, Seattle, Wash.
Agnes Nelson, Fresno, Cal.
Mary O'Conner, Chicago, Ill.
Felix Ortega, Wickenburg, Ariz.
Catharine Perdunn, Trenton, N.J.
Patricia A. Preciado, Tucson, Ariz.
Melba Rose, San Antonio, Tex.
Betty Sanders, Colorado Springs, Col.
Paul Sanders, Colorado Springs, Col.
Florence Vizzi, Buffalo, N.Y.
Edwin Voirol, Monroeville, Ind.
John Vydareny, Battle Creek, Mich.
Victor Webbeking, Stoughton, Wis.
Erwin Wong, Honolulu, Hawaii
Taeko Wong, Honolulu, Hawaii

To: Accra, Ghana
Date: Aug. 30, 1962

Lucia Anzuini, Avon, Conn.
Anne Avery, Hamden, Conn.
William Bennett, Elkins Park, Pa.
Leo Boberschmidt, St. Louis, Mo.
Carol Bodey, Aberdeen, Wash.
Stephen Bosworth, Marquette, Mich.
Belva Borgquist, Garden Grove, Cal.
Kenneth Brown, Culver City, Cal.
Barbara Bunce, West Point, N.Y.
Blair Butterworth, Washington, D.C.
Lee Carlson, Marshall, Minn.
Daniel Carmody, Laguna Beach, Cal.
Kenneth Carter, Port Clinton, O.
Anthony Cary, Mill Valley, Cal.
Daniel Chapman, Johnstown, Pa.
Ellen Corcoran, Cambridge, Mass.
David Dorsey, Wheaton, Ill.
Donald Fontaine, Gray, Me.
Rosemary George, Canoga Park, Cal.
Ralph Gilman, San Francisco, Cal.
Mark Gluckman, Orlando, Fla.
Paul Goranson, Worcester, Mass.
Margaret Griffith, Philadelphia, Pa.
John Harris, Memphis, Tenn.
Thomas Harris, Scarsdale, N.Y.
Thomas Jager, Chicago, Ill.
Josephine Jarvis, San Francisco, Cal.
Ford Johnson, Richmond, Va.
Paul Johnson, Oaklawn, Ill.
Judith Kaekel, Benton Harbor, Mich.
Ernest Kendall, Bridgewater, Vt.
Henry Koszewski, Yorkville, N.Y.
David Lambert, San Antonio, Tex.
Alfred Lee, Louisville, Ky.
Charles Lentz, New Ulm, Minn.
William Lober, Evanston, Ill.
Anne Mariner, Kansas City, Kan.
James Mariner, Kansas City, Kan.
William McGuire, Bancroft, Ia.
Georgyn Melinkovich, Pacific Palisades, Cal.
David Moorehouse, Los Angeles, Cal.
Lawrence Morgan, St. Louis, Mo.
Ruth Morris, Morristown, N.J.
David Moss, Greenville, S.C.
Marjorie Muehlke, Laconia, N.H.
Wayne Newhart, Frankfort, Ind.
Eugene O'Reilly, Irvington, N.J.
Bettye Owens, Tampa, Fla.
Ralph Parsons, Modesto, Cal.
Paul Peterson, Leaksville, N.C.
Margot Schmidt, Houghton, Mich.
Melvin Siegel, Brooklyn, N.Y.
Valerie Skaff, San Francisco, Cal.
Vladimir Slavich, Everett, Wash.
Eddie Smith, Chicago, Ill.
Greg Smith, San Jose, Cal.
Katherine Spalt, Plainfield, N.J.
Barbara Straub, Port Arthur, Tex.
Albert Telkins, Abington, Pa.
William Ware, Natchez, Miss.
John Webb, Powhatan, Va.
Alan Westhagen, Ripon, Wis.
Susan Wheeler, Duluth, Minn.
Margaret While, Cuyahoga Falls, O.
Laurence Wolff, Bogota, N.J.
William Woodhouse, Pittsford, N.Y.
Rodney Yarger, Spencer, Iowa
Phillip Zinsmeister, Lima, O.

To: Abidjan, Ivory Coast
Date: Sept. 1, 1962

Donald Baskett, Chillicothe, Mo.
Joel Brainard, Baltimore, Md.
Frederica Chidsey, Wethersfield, Conn.
Daniel Coffey, Rensselaer, N.Y.
William Dalsimer, Port Washington, N.Y.
Paul Demers, Hicksville, N.Y.
Sara Dorsett, Washington, D.C.
Carolyn Dukes, Atlanta, Ga.
Harry Dunphy, Kansas City, Mo.
Suellen Fisher, Coconut Grove, Fla.
Robert Gallagher, Orange, N.J.
Joseph Gauthier, Bergenfield, N.J.
Richard Goulet, Waterbury, Conn.
Marlyn Hartzell, Adena, O.
Dorothy Isham, Morrisville, Vt.
Jane Josselyn, Portland, Ore.
Joan-Marie Kelsey, Bronx, N.Y.
Leonard Langeland, Chicago, Ill.
Helen McGill, Gary, Ind.
Alan Mussell, Santa Maria, Cal.
Veronica Pogorzelski, Schenectady, N.Y.
Eunice Pollack, Glen Bernie, Md.
Marie Rice, Madawaska, Me.
Nancy Scott, West Chester, Pa.
James Seger, San Jose, Cal.
James Stanley, Fitchburg, Mass.
Jule Tadevic, Chicago, Ill.

To: Freetown, Sierra Leone
Date: Sept. 1, 1962

Joe Bass, Nashville, Tenn.
John Benanti, San Mateo, Cal.
Edward Berry, Merchantville, N.J.
Margaret Berry, Westmont, N.J.
Thomas Birnberg, Los Angeles, Cal.
Ursula Bitter, New York, N.Y.
Maureen Bonfield, Cincinnati, O.
Caroline Brown, Lincoln, Va.
Anne Burdick, Pasadena, Cal.
Stephen Burgess, Hyrum, Utah
Geoffrey Campbell, Houston, Tex.
Patricia Campbell, Brenham, Tex.
Burke Casari, Lincoln, Neb.
Albert Cawood, Harlan, Ky.
Paul Chantrey, Clarion, Pa.
Gerald Davis, Portland, Me.
Stella Ferguson, Savannah, Ga.
David Frame, North Field, Minn.
William Graham, Falls Church, Va.
Robert Gross, New York, N.Y.
Marvin Hanson, Waupaca, Wis.
Harriet Hickman, Mill Valley, Cal.
Robert Hopkins, Yardley, Pa.
John Johnston, Panama City, Fla.
Jon Klever, Bowling Green, O.
Clarence Lee, Fairfield, Ala.
Erick Lorenz, Davis, Cal.
Leilani Marsh, Seattle, Wash.
Anne McLaughlin, Fort Yates, N.D.
Wilbur Mellema, Chino, Cal.
Gerald Mills, St. Louis, Mo.
Mary Mullin, Hatboro, Pa.
James Murphy, New York, N.Y.
Kyle Ogden, Westminster, Cal.
Donald Pearson, Greenwich, Conn.
Clarence Pegues, Birmingham, Ala.
Patricia E. Preciado, Westwood, N.J.
William Prosch, Birmingham, Ala.
Clara Rathjens, Silver Spring, Md.
Robert Rawson, Morland, Kan.
Mary Reed, Gainesville, Fla.
David Rieder, Boulder, Mont.
Charlene Roycht, Hillside, Ill.
Charles Russell, Columbus, O.
Judith Salisbury, Westfield, N.J.
Gary Sandison, Bay City, Mich.
David Sherwood, Tewksbury, Mass.
Bernadine Sikora, Dennison, O.
Edgar Smith, Salem, Mo.
John Smith, Urbana, Ill.
Rufus Stevenson, Newnan, Ga.
Sally Whitbeck, Pittsford, N.Y.
Katherine White, Silver Spring, Md.
William Whitten, Milwaukee, Wis.
David Williams, Hallandale, Fla.
Carol Zavoral, St. Clair, Minn.

To: Manila, Philippines
Date: Sept. 3, 1962

Hamilton Allen, Boston, Mass.
Carol Askey, Wilmington, Del.
Farrar Atkinson, Lawrenceville, Ga.
Charlotte Bailey, Lake Stevens, Wash.
Juliet Blanchard, Dayton, O.
Daniel Botkin, Croton-on-Hudson, N.Y.
Ellen Botkin, Croton-on-Hudson, N.Y.
Katherine Brown, Philadelphia, Pa.
Kenneth Calhoun, Upland, Cal.
Ollie Cummings, Athens, Tex.
Dorothy Dunlap, Pueblo, Col.
Stanley Ediger, Chicago, Ill.
Roselyn Ereneta, San Diego, Cal.
Anne Ericson, Quincy, Mass.
Ann Gallagher, Upper Darby, Pa.
Nancy Glass, Thief River Falls, Minn.
Carol Graham, Cleveland, O.
Lucille Grant, Anthon, Iowa
Thomas Griffen, Carrollton, Ga.
Philip Heard, Jonesboro, Ga.
JoAnn Hillje, New Braunfels, Tex.
Thomas Hopkins, Silver Creek, N.Y.
Joe Howerton, Springdale, Ark.
Clyde Ingle, Whitsett, N.C.
Eva Ingle, Guilford College, N.C.
Gretchen Janda, Chevy Chase, Md.
Joyce Jensen, Redwood Falls, Minn.
Richard Joyce, Middletown, Conn.
Kay Jurgenson, Clarkfield, Minn.
Sally Karley, Moorhead, Minn.
Edith King, Whittier, Cal.
Arline Kron, Olean, N.Y.
John Laing, Acton, Cal.
Courtney Lantz, Terrebonne, Ore.
Larry Lawcock, Houston, Tex.
Donald Lightfoot, Los Angeles, Cal.
Marsha Luzzi, Hammond, Ind.
Roger Madon, Jamaica, N.Y.
Jane Malmberg, Auburn, Ill.
Henry McFadden, Washington, Ark.
Sharon McIntyre, Grafton, N.D.
Margaret McNally, Denver, Col.
Orin Mock, Elmer, Mo.
Patricia Moran, Medfield, Mass.
Thomas Morris, Baltimore, Md.
Beatrice Maulton, Salt Lake City, Utah
Susan Murray, Bloomington, Ill.
James Newlove, Camp Pendleton, Cal.
Eugene Orland, Los Angeles, Cal.
George Puerschner, Long Island, N.Y.
Marie Rapp, Cuyahoga Falls, O.
Sarah Robinson, Bay Shore, N.Y.
Penelope Rodefer, Weirton, W.Va.
Richard Rodefer, Bellaire, O.
Bob Rounsavell, Great Bend, Kan.
John Schultz, Rochester, N.Y.
Saundra Silverman, Portland, Ore.
Jacqueline Speta, Geneva, Ill.
James Speta, Brookfield, Ill.
Anna Stafford, Moorestown, N.J.
Jerry Sternin, Lake Ronkonkoma, L.I., N.Y.
Mervin Stump, Kingsport, Tenn.
Julian Taylor, Aberdeen, S.D.
Richard Tomsic, Cleveland, O.
David Walker, Cicero, Ill.
Carolyn Wardrip, San Jose, Cal.
Joan Waymon, Pine Bluff, Ark.
Judith Weidman, Brooklyn, N.Y.
Sue Workman, Moorestown, N.J.
James Young, Dorchester, Mass.

To: Kabul, Afghanistan
Date: Sept. 4, 1962

Frank Brechin, Grand Rapids, Mich.
David Fleishhacker, San Francisco, Cal.
Dorothy Freed, Waterloo, Ind.
Dorothy Luketich, Armonk, N.Y.
Janet Mueller, Kearney, Neb.
Dolores Niccoletti, Bristol, Pa.
Robert Pearson, Ann Arbor, Mich.

To: Colombo, Ceylon
Date: Sept. 4, 1962

Gary Agasi, Milford, Conn.
Wendell Atkinson, Youngstown, O.
Kenneth Baker, Toledo, O.
Joyce Barnick, Jamestown, N.D.
Barbara Bergen, Muskego, Wis.
Robert Blumenhein, Boulder, Col.
Erma Bott, LaCrosse, Kan.
Ralph Braskett, Chicago, Ill.
Robert Brick, Dallas, Tex.
Joseph Cushing, Dixon, Ill.
Geraldine DeLoach, Houston, Tex.
Patricia Euth, Detroit, Mich.
Bernard Fennell, Orange Park, Fla.
Donald Fitzgerald, Moorestown, N.J.
Billy Flake, Houston, Tex.
Mike Ford, Boulder, Col.
Richard Hailer, Marshfield, Mass.
Nancy Hall, Maywood, Cal.
Carolyn Hanna, Seattle, Wash.
Charles Ingels, Waynesboro, Pa.
Patricia Jelletich, Bakersfield, Cal.
Kathe Kahn, New Rochelle, N.Y.

LATEST OVERSEAS DEPARTURES

John Meitzen, Dickinson, Tex.
John Muirhead, Plato Center, Ill.
Thelma Norman, Martinsville, Va.
Sara Ann Officer, Bend, Ore.
Patrick Peebles, Petaluma, Cal.
John Poore, Homewood, Ill.
Gordon Printz, Sidney, Neb.
Kenneth Robinson, Omaha, Neb.
Dennis Shanahan, Tacoma, Wash.
Allan Short, Stryker, O.
Craig Thompson, Torrance, Cal.
Ronald Turner, Fresno, Cal.
Thomas Tyler, Oklahoma City, Okla.
Fred Vincent, Philadelphia, Pa.
Ruth Yinger, Middletown, O.

To: Addis Ababa, Ethiopia
Date: Sept. 4-5, 1962

Joe Adair, Waterloo, Iowa
Charles Allen, Cape Vincent, N.Y.
Adrian Anderson, Williamsburg, Mich.
Sherrill Armstrong, San Luis Obispo, Cal.
Kay Aylor, Muncie, Ind.
Ludwig Bachmann, Teaneck, N.J.
William Baggs, Fairport, N.Y.
James Barbic, Eastlake, O.
Beulah Bartlett, South Laguna, Cal.
Madeline Bastis, Jamaica, N.Y.
Ronald Bell, Traverse City, Mich.
Martin Benjamin, Rochester, N.Y.
Gary Bergthold, Bakersfield, Cal.
Linda Bergthold, Bakersfield, Cal.
Russell Berman, Chicago, Ill.
Robert Berndt, San Diego, Cal.
Richard Bertucco, Queens, N.Y.
Gerald Bieler, Philadelphia, Pa.
John Bigelow, Olympia, Wash.
Clifford Binder, San Jose, Cal.
Philip Bingham, Stateline, Nev.
George Blackmon, Carlsbad, N.M.
Timothy Bodman, Leonia, N.J.
John Bond, Odessa, Tex.
James Born, Memphis, Tenn.
Jean Bottcher, Natrona Heights, Pa.
John Boughton, Waterloo, Iowa
Neil Boyer, Easton, Pa.
James Boylson, Redondo Beach, Cal.
James Brannon, Boone, Iowa
Keith Bravinder, Long Beach, Cal.
Phyllis Bravinder, Long Beach, Cal.
Wendell Brooks, Bakersfield, Cal.
Barry Bryan, West Covina, Cal.
Karen Bryan, San Bernardino, Cal.
Albert Bryant, Mineola, Tex.
Arwilda Bryant, Mineola, Tex.
Donald Budlong, Warwick, R.I.
Randolph Bullock, Warrenton, N.C.
Donald Butler, Jonesboro, Ark.
Charles Callahan, Marlboro, Mass.
Joyce Campbell, Chattanooga, Tenn.
Raymond Capozzi, Tenafly, N.J.
Casper Carlton, Penns Grove, N.J.
Esther Carroll, Lee's Summit, Mo.
Leo Cecchini, Oxon Hill, Md.
Judith Charlton, Newton, Kan.
Stephen Chesebrough, Rehoboth, Mass.
Camilla Chickering, Belmont, Mass.
Marc Clausen, Tucson, Ariz.
Ola Clifton, Irving, Tex.
Carol Clouser, Independence, O.
John Coe, Westfield, N.J.
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Marvin Collins, Glencoe, Ky.
James Cook, Scottsdale, Ariz.
Jesse Council, Greenville, N.C.
Ann Covington, Detroit, Mich.
Richard Cowan, Brooklyn, N.Y.
John Coyne, Midlothian, Ill.
Charlotte Crawford, Flushing, N.Y.
Stephen Cristofar, New York, N.Y.
Thomas Cutler, Darien, Conn.
Adrienne Damon, So. Weymouth, Mass.
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Peggy Davis, Worthington, Ind.
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Robert Embrey, Eugene, Ore.
James Engle, Seattle, Wash.
Madilyn Engvall, Lemore, Cal.
Michael Esselstrom, Chicago, Ill.
Patricia Farnham, Loveland, Col.
Steven Farnham, Loveland, Col.
Marianne Fearn, Hollywood, Cal.
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Ronald Ferrier, New Orleans, La.
Jerald Fifield, Honolulu, Hawaii
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Frank Grossman, Boise, Ida.
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Robert Hotchkiss, Sacramento, Cal.
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Susan Hoyt, Berkeley, Cal.
Linda Hughes, New Vienna, O.
David Hurst, Iola, Kan.
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Charles James, Elkin, N.C.
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Kent Richert, Wichita, Kan.
Otho Rink, San Angelo, Tex.
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Knut Royce, Carlisle, Pa.
John Rude, Enid, Okla.
Thelma Rypkema, Norwalk, Cal.
Robert Savage, Rochester, N.Y.
William Schmick, Colfax, Wash.
Thomas Schroeder, Luxembourg Ville
John Scott, Brooklyn, N.Y.
Clyde Scoville, Salt Lake City, Utah
Roland Sebacher, St. Charles, Mo.
Richard Sharpe, Hartford, Conn.
Terry Shoemaker, Des Moines, Iowa
Harry Siegel, Steubenville, O.
Herbert Siegel, Los Angeles, Cal.
Suzanne Siegel, Los Angeles, Cal.
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Hoyt Smith, Bixby, Okla.
Jeffrey Smith, Winslow, Ill.
Marsha Smith, Gurnee, Ill.
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Edgar Williams, Brooklyn, N.Y.
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Gary Wilson, Campbell, Cal.
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Peter Winkel, Lakewood, N.J.
Richard Wittenstrom, Cadillac, Mich.
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Andrea Wright, Warren, Pa.
Aram Zakarian, Washington, D.C.

To: Nicosia, Cyprus
Date: Sept. 5, 1962

William Anderson, Muskogee, Okla.
Robert Belk, Arcadia, Cal.
Clinton Bolton, East Leroy, Mich.
Albert Boston, Gainesville, Fla.
John Davy, Bennington, N.H.
Richard Hornchek, Trenton, N.J.
Martin Horowitz, Bronx, N.Y.
David Hover, Wilmington, Del.
Donald Hutton, Clayville, Pa.
Robert Jacobson, Wilmington, Del.
Jerald Kosovich, Portland, Ore.
Thomas Langdon, LaJunta, Col.
John Lee, Monmouth, Ill.
Robert Major, Pittsburgh, Pa.
Dominic Marino, New York, N.Y.
Larry Mease, Vail, Iowa
Anthony Polychronis, Salt Lake City, Utah
John Rusk, Linn Grove, Iowa
Alva Saucier, Alexandria, La.
Donald Supkow, Paterson, N.J.
Burton Swanson, Princeton, Ill.

Ceylon Group Is Welcomed Despite Row in Parliament

The traditional lighting of oil lamps, a gift of betel leaves, and songs of greeting by girls from a Colombo secondary school marked the welcome ceremony for 35 Peace Corps Volunteers who arrived in Ceylon on Sept. 6.

The Volunteers will serve as teachers and teachers aides of science, home science, and physical education in 19 secondary schools and teacher-training schools throughout the island.

Attack in Parliament

Although a quiet entry had been planned, attacks by a Communist member of Parliament on the government for inviting the Peace Corps made the Volunteers' arrival front-page news.

For several days newspapers featured photos and stories of Volunteer activities and individual Volunteers.

During the first week of in-country training, held in Colombo, Volunteers were guests in Ceylonese homes. Additional offers of hospitality from various groups such as the Buddhist Women's Assn., the Buddhist University, and the Rama Krishnan Mission threatened to overload an already heavy training schedule.

In the third week of training the Volunteers spent a day in a work camp at a co-operative farm near Kandy, the old capital of Ceylon in the mountainous tea country. On Sept. 30 they reported to their schools.

Work-Camp Stint

One unusual feature of the Ceylon project is that each Volunteer will work for one month-long school holiday each year at a Ceylonese work camp.

Many such camps have been organized in recent years in Ceylon to carry out the concept of *sramadana*, the voluntary gift of one's labor.

Photo: Champaign-Urbana (Ill.) Courier

GRASPING HARD for the right word in Hindi is Ambrosia Noetzel, home-economics teacher in India, shown in language class during training at the University of Illinois.

Philippine Governor Cites 4 for Projects Benefitting His Province

Four Volunteers in the Philippines have been commended by the governor of Sorsogon province for starting projects which "directly benefit Sorsogon communities."

The Volunteers are assigned as teachers' aides, but they were cited for projects that they undertook in out-of-school hours.

The *Manila Daily Bulletin* reported that the governor awarded certificates of merit to:

Ronald Peters of North Tonawanda, N.Y., for establishing the *balut* industry in his *barrio*, or village. Special care and cooking of duck eggs is necessary to produce *balut*, a delicacy served at Philippine feasts.

Charlotte Hough of St. Johnsbury, Vt., for starting a mimeographed four-page newsweekly. The *Bulusan News* is "the only town publication in the province, beating big towns * * * whose population is over 40,000," the governor said. Bulusan's population is about 15,000.

Blaine Larson-Crowther of Berkeley, Cal., for starting a lending library in his home. Blaine solicited books from friends in the United States, and put them in a room open to villagers and students.

Douglas Watts of Lakeport, N.H., for "really mixing and living with" the people. While many Volunteers live with families or rent houses in towns, Douglas built himself a nipa-and-bamboo bungalow in his *barrio*.

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